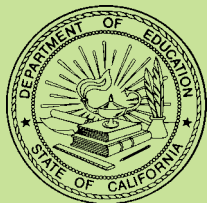


Coordinated Compliance Review Training Guide

2003-2004
(Modified 2004-2005)

DRAFT



California Department of Education
Sacramento, 2004



Coordinated Compliance Review Training Guide

2003-2004
(Modified 2004-2005)

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The California Department of Education is currently reviewing the coordinated compliance review (CCR) monitoring system to ensure that its monitoring and technical support systems are as effective and efficient as possible. A primary goal of the Department's review is to align the CCR process with the Public Schools Accountability Act (PSAA) and its focus on accountability for student outcomes.

THIS DOCUMENT IS SUBJECT TO CHANGE AS A RESULT OF THE DEPARTMENT'S EFFORT TO IMPROVE COMPLIANCE MONITORING AND CHANGES IN LAW. EVERY EFFORT WILL BE MADE TO KEEP YOU INFORMED IN A TIMELY MANNER OF ANY CHANGES.



Publishing Information

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An illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Office at (916) 445-1260.

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Note: The special education compliance instrument will not be available in this training guide. Questions relating to special education compliance should be directed to the Special Education Division at (916) 445-4613.

A Message from the State Superintendent of Public Instruction


Thank you for participating in the California Department of Education's modified coordinated compliance review (CCR) process. The Department's goal is to ensure that federally and state-funded categorical programs focus on implementing standards-based instruction that increases students' academic achievement.

As you may be aware, our plans called for a new CCR process to be launched in fall 2004. Since the beginning of this ambitious effort nearly a year ago, staff in our Department, in collaboration with some of our finest colleagues from around the state, have worked tirelessly to develop a process that fulfills statutory monitoring and compliance requirements while incorporating student achievement data as an integral measure of school and district success.

However, other components now exist that must be folded into the process. Among these factors are the new requirement that states must provide technical assistance for Program Improvement schools and districts, as called for by the No Child Left Behind Act. In addition, recent legal decisions (e.g., *Williams vs. the State of California*) likely will bring about further monitoring considerations.

As a result, the new process is not ready for implementation. For California to continue to meet its statutory monitoring requirements, we will use a modified version of our existing CCR process this fall for districts that are scheduled to be monitored in 2004-05.

Thank you for your continued hard work to implement programs that ensure high standards for all of our state's children.



JACK O'CONNELL
State Superintendent of Public Instruction

Acknowledgments

Listed below are staff members of the California Department of Education committee who were responsible for revising this training guide for 2004-2005:

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I. Introduction

Coordinated Compliance Review Process Development and Goals

Early in 1983 a California Department of Education (CDE) task force, in consultation with the members of CDE's Task Force on Categorical Programs and other representatives from the field, was directed to develop a coordinated compliance review (CCR) process. Its purpose was to simplify, streamline, and coordinate the legally required compliance monitoring of specially funded programs and simultaneously maintain a commitment to students with special needs.

During the spring of 1984, the CCR process was pilot-tested in approximately 50 local educational agencies (LEAs). In 1984 LEAs were placed and reviewed on a three-year cycle up to and including 1992-93. Beginning in 1993-94, all LEAs were placed on a four-year cycle.

The goals of the CCR process are to:

1. *Decrease* multiple compliance monitoring visits by CDE.
2. *Increase* local responsibility for ensuring compliance by encouraging participating LEAs and schools to perform a self-review for compliance.
3. *Ensure* that categorically funded students are provided with the school district's core curriculum and that the instructional delivery system, as well as support from supplemental funds, is utilized to help these students learn the district's core curriculum.
4. *Provide* technical and management assistance to LEAs to prevent and resolve noncompliance problems.

A major change that began in 1996-97 was an increased emphasis on results. Building on the focus on student learning instituted with the CCR process of 1990-91, CDE considers the extent to which students are meeting state content standards as an important criterion in determining whether a school receives an on-site validation review. Schools in which all students are making progress toward meeting state standards are less likely to be chosen for a review than are those schools where students are not consistently meeting standards.

After passage of the Public Schools Accountability Act (PSAA) of 1999, CDE aligned its system for monitoring schools' compliance with the PSAA requirements. In June of 2000 work groups began to examine current legal and administrative practices associated with categorical funding applications, compliance monitoring, technical assistance, and enforcement. The purpose of this examination was to align accountability for academic programs and accountability for categorical programs. The compliance

monitoring focus includes the design and implementation of a performance screen with several indicators to identify variations of reviews. The process for selection of sites and monitoring of the English learner program, however, will remain the same.

The coordinated compliance review will be conducted in the following specially funded educational programs: consolidated programs, including Title I Compensatory Education Preschool, Title I Private Schools, Neglected or Delinquent (N or D), and Homeless Education; CalServe; Child Development; Improving Teacher Quality state grants, No Child Left Behind (NCLB), Title II, Part A; Gifted and Talented Education; Migrant Education; Career/Technical Education and Civil Rights; Adult Education; Safe and Drug-Free Schools and Communities and Tobacco-Use Prevention Education programs; Educational Equity; Uniform Complaint Procedures; HIV/AIDS Prevention Education, Physical Education; and Cal-SAFE.

Each of these programs has legally required monitoring as a part of its program mandate. Programs will be monitored in approximately one-fourth of the state's LEAs and associated regional agencies each year. Charter districts and schools are also subject to a review of each program that has federal requirements.



Note: As used throughout this training guide, LEAs include school districts, county offices of education that administer any of the programs listed above, and consolidated programs cooperatives. Associated regional agencies include migrant education regions.

II. Overview of the CCR Process

Summary of the Review Process

CDE Selects LEAs for Reviews. Coordinated compliance reviews of all LEAs are conducted on a four-year cycle. Based on the review cycle, one-fourth of California LEAs are notified each year that they will be scheduled for a CCR. The notification instructs LEAs to complete and submit general information, including the identity of the CCR coordinator and important dates that the LEA has reserved for holidays, staff development, or other districtwide activities. To assist CDE in site selection in the areas of migrant education and consolidated programs funding, agencies are requested to complete or update specific forms.

LEAs Attend CCR Training Institutes. CDE will schedule a series of CCR training institutes in the fall. LEAs will receive workshop descriptions, schedules, and registration materials for those institutes.

CDE Selects School Sites. The selection of school sites for validation reviews will be based on:

- Student achievement data from the Academic Performance Index (API)
- District compliance history
- Size and scope of programs
- Program involvement
- Schoolwide performance indicators

CDE Notifies LEAs of Review Dates, Programs, and Sites. During October of the validation review year, CDE program consultants will schedule agencies for reviews and identify CCR team members and team leaders. The information requested in the notifications to agencies, such as holidays and staff development days, will be helpful when scheduling agency reviews.

Beginning in November of the validation year, CDE will notify LEAs of their review dates and which programs and sites will be reviewed.

CDE Conducts Validation Reviews. Between November and June, CCR validation review teams will review selected districts. The validation review process will include district- and site-level entrance meetings, a district administrative meeting (review of district records, procedures, policies), a site-level review of documents and records, classroom observations, interviews (of parents, students, staff), preparation of the report, and pre-exit and exit meetings.

CDE Conducts Follow-up. Department staff will assist LEAs in resolving noncompliance issues within 45 to 180 calendar days following the review. During the 45-day period immediately following the validation review, an agency with noncompliance findings is required to submit a “Proposed Resolution of Noncompliance Findings” to the Department by using Form CTS-4 found on pages 35 and 36. School districts that

need additional time (not normally to exceed 180 days) may enter into a compliance agreement with CDE.

Types of Coordinated Compliance Reviews

Coordinated compliance reviews are conducted at various types of LEAs or regional agencies: county offices of education, migrant education regional offices, and school districts. The steps of the validation review are generally the same for each type of review. The characteristics of each type are described as follows:

County Office CCR. County offices of education frequently administer directly some of the CCR specially funded programs, including NCLB, Title V; NCLB, Title I; NCLB, Title I, Part D, Neglected or Delinquent; Child Development; Safe and Drug-Free Schools and Communities and Tobacco-Use Prevention Education programs. In such cases the county office undergoes a CCR.

In some cases sites that are part of a school district also operate a county-run program in a few classrooms. If so and if both the school and the county-run programs are reviewed at the same site, the compliance findings will be separated and included in either the school district or the county final report, or both, as appropriate.

Migrant Education Region CCR. The migrant education region review is conducted at the migrant education regional office and is scheduled for review one or two days after all the school districts in the region have completed their CCRs.

Document Review. Document reviews may or may not include a visit to a school or classrooms. These reviews may be conducted at the LEA or county office of education. District staff must provide the district- and school-level documentation to CDE and be prepared to discuss all relevant compliance issues.

Consolidated programs cooperative directors play a central role in document reviews. It is expected that those directors will assist each district in preparing for the review.

District and School-Level CCRs. These reviews are the most common types of CCRs and are the main focus of this training guide. School sites are selected for a review based on the number of schools in the district and the number of specially funded programs in operation.

Beyond the Basic CCR. Some programs have monitoring activities that extend beyond the basic CCR.

Comité Follow-up Monitoring Review. Some school districts that have a history of noncompliance in programs for English learners may be required to participate in a follow-up review. The purpose of the follow-up is to verify that a district has resolved prior noncompliant findings and is operating fully compliant programs for English learners in all its schools.

Contract Monitoring Review. Contract monitoring review (CMR) is a compliance review of the child development *private* and *nonlocal educational agencies*. These reviews are scheduled annually on a three-year cycle using the CCR Child Development instrument.

Scholastic Audits. Audits are conducted for Title I Program Improvement schools that have failed to make adequate yearly progress (i.e., meet API growth targets) for four

years. In addition, Immediate Intervention/Underperforming Schools Program sites that have failed to make significant growth in each of two implementation years may be subject to similar audits. These audits include an in-depth school-level review of literacy-based curriculum, instruction, and assessment.

Techniques for Collecting Information for Local Educational Agencies

Suggestions for Conducting Interviews

When the word *interview* appears in the **Review level/Guidance** column of an instrument, the corresponding statement in the **Examples of how to achieve compliance** column will suggest the answers elicited by the interview. In addition, specific sample questions have been included when an interview is indicated. Although these are not the only questions that may be asked, they should be useful in getting an interview started. Interviews with other certificated staff and parent committees should be considered as well.

Interviews may be conducted individually or in small groups on a formal or informal basis. However, CDE recommends that teachers be interviewed together and that educational/instructional assistants be interviewed individually or as a group during classroom visits. Other certificated staff and parent committee interviews should also be conducted.

Interviews should be conducted to:

- ✓ *Verify* information obtained from other sources.
- ✓ *Collect* information not available through other sources.
- ✓ *Resolve* discrepancies among information sources.

Suggestions for Observing Classrooms

The reviewers should visit the classrooms and areas in which educational and other program services are provided to students to gather basic information about the programs to be reviewed. When the word *observe* appears in the **Review level/Guidance** column of the instrument, the corresponding statement in the **Examples of how to achieve compliance** column will describe what should be observed.

Persons conducting observations should:

- ✓ *Structure* classroom visits to make the most of the time available.
- ✓ *Identify* the students participating in the specially funded programs.
- ✓ *Observe* the way in which these students are grouped and individual assistance is provided.
- ✓ *Observe* teachers, educational/instructional assistants, parents, and other school personnel (program specialists, tutors, support staff, and so forth) as they work with students.
- ✓ *Listen* to the questions asked by students and the responses made by school staff.
- ✓ *Observe* what the students are doing.
- ✓ *Examine* samples of student work and instructional materials, including textbooks.

Suggestions for Reviewing Records and Documents

Certain information gathered through classroom observations and interviews should be verified and confirmed through the review of written records. When the word *review* or *compare* appears in the **Review level/Guidance** column of the instrument, the corresponding statement in the **Examples of how to achieve compliance** column will identify what should be reviewed.

The review of records and documents may include, but is not limited to, the following:

- ✓ The NCLB Local Educational Agency Plan, Single Plan for Student Achievement, the Tobacco-Use Prevention Education application, policies regarding the English Learner Program, the Adult Basic Education (ABE) project proposal, and the Perkins Plan
- ✓ Procedure and policy handbooks (including uniform complaint procedures; student, staff, and program handbooks)
- ✓ Minutes of meetings of the school site council, the English learner advisory committee, the school advisory committee, the advisory committees of the safe and drug-free schools and communities and tobacco-use prevention education program, the district, and the community
- ✓ Contracts or agreements with other agencies
- ✓ Accounting and bookkeeping records (including working papers)
- ✓ Time-accounting records for employees paid from more than one source (multifunded employees)
- ✓ Position descriptions
- ✓ Budgets
- ✓ Financial reports
- ✓ Lesson plans, individualized education programs (IEPs), individualized learning plans (ILPs), curriculum, and course outlines
- ✓ Needs assessments and evaluations of staff development and parent education activities
- ✓ Newsletters and other communications to parents and the community (including the annual parent notification)
- ✓ Program evaluation and Western Association of Schools and Colleges/Focus on Learning (WASC/FOL) reports
- ✓ School crime report
- ✓ Suspension and expulsion logs
- ✓ Summary of sexual harassment complaints filed by students and employees
- ✓ Section 504 Americans with Disabilities Act (ADA) self-evaluation and transition plan
- ✓ Summary of special education compliance or fair-hearing findings
- ✓ Student work and student learning outcomes analysis
- ✓ School report cards for schools selected for review
- ✓ Uniform complaint procedures (UCP) complaint investigation or mediation reports conducted by the district or the state

III. State Validation Review

Purposes of the State Validation Review

The major purposes of the state validation review process are to:

1. *Validate* compliance and noncompliance with state and federal laws and regulations regarding programs operating in the LEA.
2. *Review* the extent of noncompliance when the validation review indicates that the LEA has mistakenly identified compliance.
3. *Validate* compliance with the Office for Civil Rights' *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap*.
4. *Work* in collaboration with the LEA staff to prepare to respond to identified noncompliant items.
5. *Provide* compliance-related technical assistance to the LEA.
6. *Acknowledge* areas of excellence or extraordinary performance by the LEA as they relate to compliance issues.

Conducting a State Validation Review

To achieve the purposes mentioned above, the CDE review team will do the following:

STEP 1 **Contact the LEA's CCR coordinator.**

At least six weeks before the validation review, the CDE team leader will contact the CCR coordinator to establish the validation review schedule. Sample schedules will be included in the *Coordinated Compliance Review Training Guide Supplement*, which will be distributed at the CCR training institutes.

STEP 2 **Review data, documents, and records.**

Prior to the validation visit, each CDE program representative will read the documents related to his or her program area of responsibility to ensure his or her understanding of the district and site programs. These documents include the single audit reports, the Elementary and Secondary Education Act (ESEA), No Child Left Behind (NCLB) Act Local Educational Agency Plan, documents related to the district's core curriculum, the analysis of student outcome data for each group of categorical program participants, including English learners, Educational Equity, the Safe and Drug-Free Schools and Communities and the Tobacco-Use Prevention Education application, the

Gifted and Talented Education application, the Single Plan for Student Achievement for the schools under review, the Child Development contract, the Consolidated Programs application, the Migrant Education regional application and service agreement, the Career/Technical Education application, and the Adult Education application. The team will also review previous district compliance findings, complaints, and other compliance-related documents.

STEP 3 Conduct the validation review.

Conduct a county administrative review.

Participants	County administrators and program specialists
Activities	Each CDE team member will use the appropriate CCR instrument to apply compliance items that require interviews and a review of documents at the county office. As necessary, team members will meet with the LEA business manager to review categorical program funding formulas, allocations, expenditures, personnel time-accounting records, and inventory controls.

Conduct a district entrance meeting with a focus on curriculum and student learning data.

Participants	<p>CCR coordinator of the LEA</p> <p>LEA coordinator for review of the Career/Technical Education and Civil Rights (CTE) program, if appropriate</p> <p>LEA Title IX coordinator for review of all Educational Equity programs</p> <p>LEA personnel director, if appropriate,</p> <p>LEA administrator(s) responsible for curriculum</p> <p>LEA administrator(s) for programs</p> <p>LEA administrator responsible for evaluation</p> <p>Migrant education regional administrator, SELPA administrator, and district or county administrator for each program to be reviewed</p> <p>Principal of each school or site to be reviewed</p> <p>County program administrators, as appropriate</p> <p>Other staff, as appropriate (e.g., school board members, parent committee chairs)</p>
Activities	<i>Introduce</i> team members and identify program review areas.

Identify any members who will join the team later in the review.

Define reviewers' roles and responsibilities.

Discuss purposes and goals of the review.

Obtain an overview of the LEA's core curriculum and the relationship of the curriculum to programs for specially funded students. The LEA should describe how the core curriculum was developed, who was involved, who is responsible for implementing it, and how it is implemented both at the school and in the school district. In relation to this core curriculum, the LEA should describe how the categorical programs support the district's core curriculum and how they coordinate with it.

Review student outcome data for each group of categorical program participants. Answer the question of whether the supplementary services are effectively improving the performance of these targeted students in the school district's core curriculum.

Ask LEA staff to describe intervention strategies or special programs being used at sites scheduled for review or those being used throughout the LEA.

Conduct an administrative review of the school district.

Participants District administrators

Activities Each CDE team member will use the appropriate CCR instrument to apply compliance items that require interviews and a review of documents at the district office. As necessary, team members will meet with the LEA business manager to review categorical program funding formulas, allocations, expenditures, personnel time-accounting records, and inventory controls.

Review each selected school or site.

Participants Principal, teachers, other site personnel, parents, educational/instructional assistants, students, and others, as appropriate

Activities Each CDE team member will *review* his or her respective program area, conduct interviews and observations, and review records. Specifically, the team member will:

Interview the principal and other important planners.

Observe all affected programs and services at each school or site.

Observe a sample of students receiving services in multiple programs.

Interview teachers and educational/instructional assistants providing services to the sample students.

Conduct a group interview of specialist staff involved with the programs at the site.

Conduct an interview of educational/instructional assistants as a group or individually during the classroom visit.

Review student work and other pertinent records.

Interview parents and other community members, as appropriate.

Compare observations and opinions with statements in the school accountability report cards.

Conduct a meeting to prepare for the pre-exit meeting and include a discussion of the integrated programs item.

Participants Validation review team members

Activities *Review* the program compliance findings to date and discuss the Integrated Programs Item from the training guide in the context of student observations and staff interviews already conducted. *Consider* carefully the LEA's data on student results and the analysis of findings on learning for each group of participating students.

Make additional assignments to team members to complete the review of incomplete compliance findings, the Integrated Programs Item, and general commendations. As a result of this meeting, the team leader *makes arrangements* to have the notification of findings (Forms CTS-1a through CTS-1g) prepared.

Conduct a pre-exit meeting.

Participants Attendance at the pre-exit meeting should be at the discretion of the LEA and, in addition to the validation review team members, may include the following:

LEA coordinator

LEA coordinator responsible for the review of the Career/Technical Education and Civil Rights program, if appropriate

LEA Title IX coordinator for all reviews of Educational Equity programs

LEA superintendent

LEA administrator(s) responsible for curriculum

	LEA administrator(s) for programs being reviewed
	Migrant education regional administrator, SELPA administrator, and district administrator for each program to be reviewed
	Principal of each school or site visited
	County program administrator(s), as appropriate
	Personnel director, if appropriate
	Research and evaluation director
	Other staff, as appropriate
Activities	<p>CDE team members will discuss their program compliance findings that are to be presented during the exit meeting. LEA staff will have an opportunity to ask questions about CDE's findings and, if appropriate, present additional documentation to demonstrate compliance for a questioned item.</p> <p>CDE team members will work collaboratively with LEA staff to determine the procedure to use for resolving each noncompliance issue (i.e., the compliance response or the compliance agreement). Team members will suggest the type of documentation that would be adequate to resolve noncompliance issues.</p>
<hr/> <p><i>Conduct an LEA exit meeting.</i> If appropriate, and at the discretion of the CDE team leader and LEA coordinator, the exit meeting may be combined with the pre-exit meeting.</p> <hr/>	
Participants	All persons involved in the validation review process, including board members, parents, advisory groups, and community members
Activities	<p>In presenting the final report to the assembled community, CDE team members will:</p> <p><i>Emphasize</i> that the validation review represents CDE's effort to streamline its review procedures by monitoring all categorical programs during one coordinated review.</p> <p><i>Emphasize</i> that the CCR process is intended to examine the achievement of students participating in specially funded programs and how students receive supplementary resources to assist them in learning the district's core curriculum.</p> <p><i>Acknowledge</i> areas of excellence or extraordinary performance in relation to compliance issues.</p> <p><i>Present</i> the findings of the compliance review and, if there are any noncompliance items, indicate that the LEA should take corrective action by submitting within 45 calendar days of the review the "Proposed Resolution of Noncompliance Findings" (Form CTS-4). If an</p>

in-depth follow-up review is needed to determine the full extent of noncompliance in any area, that finding should be noted in the report.

Leave copies of the notification of findings (Forms CTS-1a through CTS-1g) with the CCR coordinator to be distributed to the cooperative directors, county administrators, and the migrant education regional directors, as appropriate.

Thank those involved for their hospitality and thank team members.

Note: If a formal exit meeting is not held, CDE will proceed with the activities noted above during the pre-exit meeting.

Conduct an administrative review of a migrant education region and an exit review.

Participants Migrant education regional administrator and others, as appropriate

Activities This review is scheduled on a date following completion of all validation reviews in the migrant education region. The CDE reviewer for migrant education will use the migrant education CCR instrument to apply compliance items that require interviews and a review of documents at the regional office. The reviewer will prepare a report and conduct an exit meeting to:

Acknowledge areas of excellence or extraordinary performance.

Present the findings of the compliance review and, if there is any noncompliance item, indicate that the agency should take corrective action by submitting within 45 calendar days of the review the “Proposed Resolution of Noncompliance Findings” (Form CTS-4). If an in-depth follow-up review is needed to determine the full extent of noncompliance in any area, that finding will be so noted in the report.

Work collaboratively with migrant education regional staff to determine the procedure for resolving noncompliance (i.e., the compliance response or the compliance agreement).

Suggest the type of documentation that would be adequate to resolve noncompliance issues.

Leave a copy of the notification of noncompliance findings (Forms CTS-1a, 1d, and 1e) with the migrant education regional administrator.

Thank those involved for their hospitality.

IV. After the Validation Review

Follow-up to the Validation Review

STEP 1 Provide a follow-up to the validation review.

- ✓ For any item found to be noncompliant, the LEA is responsible for taking corrective action in the *entire* LEA.
- ✓ On request and as a follow-up to the review process, CDE staff will assist the LEA in resolving noncompliance findings by providing a variety of options for the LEA to achieve its programmatic purposes.
- ✓ CDE staff will enter the validation review results into the computerized compliance tracking system by returning the completed noncompliance findings to the CCR Management Unit.
- ✓ An LEA or agency with compliance exceptions has 45 calendar days in which to submit the “Proposed Resolution of Noncompliance Findings” (Form CTS-4). On that form the agency describes to CDE how it has satisfactorily resolved or will resolve the problem.
- ✓ CDE staff and management will work with each LEA to resolve all noncompliance issues within the required 45 or 180 calendar days (see page 33 for more specific instructions about resolution of noncompliance issues). If, after 225 calendar days, noncompliance issues have not been resolved, CDE will request that the LEA superintendent notify the local board of education of the noncompliance and the efforts to achieve resolution. If, after 365 calendar days, the noncompliance issues have not been resolved, CDE will communicate directly with the local board of education about resolution of the noncompliance issues.
- ✓ If none of these efforts result in the resolution of the noncompliance issues, CDE may initiate sanctions, such as temporary approval of applications, withholding of funds, or termination of contracts.

STEP 2 Provide additional technical and program assistance, as necessary.

If the LEA would like additional technical assistance after the validation review, assistance may be obtained by calling the office noted on Form CTS-1b.

Complaints Regarding the CCR Process

If the LEA has evidence that a finding of noncompliance is in conflict with its curriculum and instruction improvement process or if the LEA believes the law has been misinterpreted, it should describe the details in a letter to:

Director
School and District Accountability Division
California Department of Education
1430 N Street, Suite 6203
Sacramento, CA 95814-5901

V. CCR Forms

CCR Notification of Findings Forms

District Level

These forms are to be used for the CDE validation reviews. They will be completed by the CDE validation team leader and signed by all participants in the review. The report will discuss both district- and site-level items found in the validation review. The Notification of Findings report will be submitted to the:

California Department of Education
CCR Management Unit
1430 N Street, Suite 6203
Sacramento, CA 95814-5901

Forms CTS-1a through CTS-1g



2004-2005 Coordinated Compliance Review Notification of Findings

Please check the type of review:

☐

District Self-Review

☐

CDE Validation Review

☐

Other

County/ District Code:								County:	
LEA Name:								Cooperative:	
SELPA:								Migrant Education Region:	
CCR Coordinator:								Telephone: () E-mail:	Review Dates:

Forms CTS-1a through CTS-1g represent the official report of findings of the district's self-review or the California Department of Education's validation review regarding the compliance status of the district or agency.

For district self-reviews: These forms are to be completed and submitted by July 1, 2003. Mail the original and one copy to:

**California Department of Education
CCR Management Unit
ATTN: Rosie Thomas, Manager
1430 N Street, Suite 6203
Sacramento, CA 95814-5901**

Signatures and distribution for validation reviews. Forms CTS-1a through CTS-1g must be completed by the LEA coordinator or the California Department of Education (CDE) team leader. Copies will be distributed as follows: original and one copy to CDE, one copy to the LEA representative, and one to each applicable regional LEA administrator (i.e., cooperative, migrant education region, SELPA, county office of education).

Required response. *For noncompliance findings identified by the CDE validation review team,* the LEA is required to resolve each finding within 45 calendar days of the exit date of the review. In those cases when certain issues cannot be resolved within the required 45-calendar-day period, the LEA must submit a proposed compliance agreement. In either case the LEA must respond by completing and submitting a "Proposed Resolution of Noncompliance Findings," Form CTS-4 in Section VII of the *Coordinated Compliance Review Training Guide*.

For noncompliant validation review results only: The due date for submission of the "Proposed Resolution of Noncompliance Findings" is _____

Assurance. *I certify that a complete coordinated compliance review has been conducted. Each applicable program compliance instrument has been applied. The findings in this report are complete and accurate and identify all items found to be noncompliant. The LEA is responsible for ensuring compliance with all applicable laws.*

Signature of LEA Coordinator/Agency Administrator_____
Signature of CDE Team Leader or Categorical
Program Representative_____
Typed Name_____
Typed Name_____
Date_____
Date

FOR CDE USE ONLY

Log: _____

CTS: _____

Route: _____

2004-2005 Coordinated Compliance Review

Notification of Findings

County/District Code:								LEA Name:
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Assurance: *I have completed a review of the program(s) listed below, using the appropriate coordinated compliance review instrument(s) and site-level checklist(s). I applied all compliance items, and the findings in this report are complete and accurate and identify all items found to be noncompliant.*

<i>Programs reviewed and CDE telephone numbers</i>	<i>Name of reviewer(s)</i>	<i>Signature of reviewer(s)</i>
Integrated Programs Item (916) 319-0935		
Adult Education (916) 322-2175		
CalServe (916) 319-0227		
Career/Technical Education and Civil Rights (916) 319-0498		
Child Development (916) 322-6233		
Consolidated Programs (including Neglected or Delinquent, Compensatory Education Preschool, Title I Private Schools, Homeless Education) (916) 319-0854		
Educational Equity (916) 445-5723		
Gifted and Talented Education (GAT) (916) 323-5505		
Improving Teacher Quality State Grants, NCLB Title II (916) 323-5799		
Migrant Education (916) 319-0851		
Physical Education (916) 319-0280		
Programs for English Learners (916) 319-0938		
Safe Schools and Drug, Alcohol, and Tobacco Education (SDT), HIV/AIDS, Cal-SAFE (916) 319-0920		
Uniform Complaint Procedures (916) 319-0929		
LEA Coordinator or Consolidated Programs Cooperative Director or Designee		
Migrant Education Regional Director (if applicable)		
Other Reviewer(s)		

2004-2005 Coordinated Compliance Review Notification of Findings

County/District Code:							LEA Name:
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List the school sites included in the LEA self-review or CDE validation review and check the program(s) that were reviewed at each site.

[illegible]

2004–2005 Coordinated Compliance Review

Notification of Findings

County/District Code:								LEA Name:
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This form is a summary. Complete only one for each school district. For a cooperative, complete a separate form for each member district.

Column 1—Items: The number of items in each program's compliance instrument is displayed.

Column 2—Noncompliant: If a program has **any findings of noncompliance**, enter the number of items below and describe the specific findings on Form CTS-1e (Forms CTS-1f and CTS-1g for IPI). If a program is totally **compliant**, enter a "0."

<i>Code</i>	<i>Program</i>	<i>(Col. 1)</i> <i>Total items</i>	<i>(Col. 2)</i> <i>No. of non-compliant items</i>	<i>Code</i>	<i>Program</i>	<i>(Col. 1)</i> <i>Total items</i>	<i>(Col. 2)</i> <i>No. of non-compliant items</i>
IPI	Integrated Programs Item	[1]	_____	C	Child Development	[48]	_____
UCP	Uniform Complaint Procedures	[3]	_____	F2AP	Federal CalWORKs (Stage 2)	[14]	_____
AE	Adult Education	[47]	_____	F3TO	Federal CalWORKs—Timing Off	[14]	_____
CSV	CalServe	[14]	_____	FAPP	Federal Alternative Payment	[15]	_____
CON	Consolidated Programs	[48]	_____	FBRR	Federal Resource and Referral	[12]	_____
ND	Title I, Neglected/Delinquent	[2]	_____	FCPS	Federal Child Protective Services	[16]	_____
PRI	Title I, Private Schools	[16]	_____	FCTR	Federal Child Care	[34]	_____
SCE	Compensatory Education Preschool	[19]	_____	FFCC	Federal Family Child Care Home	[31]	_____
HE	Homeless Education	[]	_____	FHUD	Federal HUD Child Care	[34]	_____
CSF	Cal-SAFE	[20]	_____	G2AP	General CalWORKs (Stage 2)	[14]	_____
CTE	Career/Technical Education and Civil Rights	[42]	_____	G3TO	General CalWORKs—Timing Off	[14]	_____
EE	Educational Equity	[14]	_____	GAPP	General Alternative Payment	[15]	_____
PE	Physical Education	[8]	_____	GCAM	Campus Child Care	[33]	_____
EL	Programs for English Learners	[21]	_____	GCPS	General Child Protective Services	[16]	_____
GAT	Gifted and Talented Education	[6]	_____	GCTR	General Child Care	[33]	_____
HIV	HIV/AIDS Prevention Education	[2]	_____	GFCC	General Family Child Care Home	[30]	_____
MIG	Migrant Education	[10]	_____	GFRR	Resource and Referral	[12]	_____
SE	Special Education	[]	_____	GHAN	Handicapped Child Care	[31]	_____
SDT	Safe Schools and Drug, Alcohol, and Tobacco Education	[15]	_____	GHUD	General HUD Child Care	[33]	_____
ITQ	Improving Teacher Quality State Grants, NCLB Title II, Part A	[7]	_____	GLTK	Extended Day Care	[33]	_____
				GMIG	Migrant Child Care	[33]	_____
				GPRE	State Preschool	[32]	_____
				GWAP	Full Day Preschool	[33]	_____

2004-2005 Coordinated Compliance Review

Notification of Findings

County/District Code:								LEA Name:
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See back of form for instructions.

<i>(Col. 1)</i>	<i>(Col. 2)</i>	<i>(Col. 3)</i>	<i>(Col. 4)</i>	<i>(Col. 5)</i>	<i>(Col. 6)</i>	<i>(Col. 7)</i>
<i>Numeral and program</i>	<i>Item</i>	<i>Test letter</i>	<i>Subprg.</i>	<i>District/site name</i>	<i>CR or CA</i>	<i>Name of program, commendations, and specific description of noncompliance finding</i>

Instructions for Completing the Notification of Findings

Form CTS-1e

Use this form to report program-specific commendations and noncompliance findings. If no issues are identified as noncompliant, make sure that all programs reviewed have a “0” in column 2 on Form CTS-1d, and identify the program in column 7 as compliant.

For any finding of noncompliance, enter the following information:

- Column 1 The roman numeral of the key dimension and the program code or prefix (e.g., I-CON). Refer to page 37 for a list of program codes. Put an asterisk next to the code if the finding of noncompliance was determined during the previous CCR. These recurring issues may require additional information or an on-site visit prior to resolution.
- Column 2 The item number.
- Column 3 The test letter.
- Column 4 For **Child Development**, the subprogram suffix (e.g., GAPP for General Alternative Payment Program).
- Column 5 The district/school site(s) where the noncompliance was found.
- Column 6 **(For CDE validation review only—column 6 need not be completed for the LEA self-review)** Indicate a CR (compliance response) for any noncompliant items that must be resolved within 45 calendar days. Indicate a CA (compliance agreement) for those noncompliant items for which the LEA might need additional time for a resolution. (See page 33 for additional instruction regarding resolution of noncompliance findings.)
- Column 7 A description of the specific noncompliance finding(s). For CDE validation reviews only, program-specific commendations (not to exceed five) should also be made in this column and labeled as such. General commendations should be included on Form CTS-1g, item 2.

2004-2005 Coordinated Compliance Review Notification of Findings

County/District Code:										LEA Name:
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Indicate the findings for the integrated programs item. Use additional pages as necessary.

IPI.1 Multifunded students receive (a) the school district's core curriculum through the district-supported instructional delivery system; (b) the appropriate supplemental program services for which students are eligible; and (c) a coherent and coordinated program that enables them to learn the school district's core curriculum or extend their learning beyond the core areas.

☐

Compliant

☐

Noncompliant

Observations:

Instructions for Making Determinations on the Integrated Programs Item (IPI)

Form CTS-1f

This form is used to summarize the validation review team's findings of compliance. The form contains the team's final judgments on how the school district's core curriculum is developed and implemented, how the instructional delivery system serves all students, and how this delivery to multifunded students is enhanced through the appropriate coordination of supplemental funding sources.

Once the compliance determination has been made and the correct box checked as compliant or noncompliant, the team's observations may be described. If the item is marked noncompliant, the observation write-up should describe why the item is determined noncompliant and where the compliance problems were found. Indicate the student populations, grade levels, or subjects, as applicable. Include, from the perspective of the multifunded student, descriptions of the program and how the supplementary services and materials relate to the district's core curriculum and provide a coordinated and coherent program from the student's point of view. If applicable, commendations may also be included.

Observations about the IPI will be written collectively by the review team members. Background information necessary to record these observations will depend on the information obtained by each team member during the self-review and the validation review. Activities include observations of the school's implementation of the district's core curriculum and instructional delivery system; observations of how students are learning the district's core curriculum; interviews with adults serving the sample of multifunded students; a review of students' records; and interviews with all specially funded educational/instructional assistants and teachers.

2004-2005 Coordinated Compliance Review

Notification of Findings

Summary Statements

County/District Code:						LEA Name:
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- 1. Summary of Findings.** Summarize compliance findings, reflecting prior compliance history, general patterns of success or problems, and the academic progress of all participants in categorical programs. **CDE** staff may provide written statements to advise the district on how to achieve compliance on noncompliant issues.

2004-2005 Coordinated Compliance Review
Notification of Findings

Summary Statements

County/District Code:							LEA Name:
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- 2. General commendations (for CDE validation reviews only).** Record general or cross-program commendations related to the coordinated compliance review process. (Commendations of specific programs should be made on Form CTS-1e.)

Instructions for Completing the Summary Statements

Form CTS-1g

Purpose	The summary statements allow the validation review team to make final observations that go beyond the individual compliance items for each program. The primary benefit of summary statements is that they review the LEA's program from different perspectives at the same time. All review team members should convene near the close of the review to write these statements, highlighting patterns of strengths or problems that cross funding sources.
Summary of Findings	Review all items marked for noncompliance from the point of view of each program as well as across programs. Review also the administrative practices related to compliance monitoring both within and across programs. When feasible, the CDE team may provide written statements to advise the district how to achieve compliance on noncompliant issues. If the LEA has <i>no</i> consistent patterns of noncompliance within or across programs, so note. The LEA may have only scattered problems or issues related to unique circumstances.
General Commendations (for CDE validation reviews only)	General commendations (not to exceed five) are included as part of the validation review. They describe administrative and instructional practices for compliance monitoring or cross-program communication and coordination that appear to be effective or exemplary. Commendations of specific programs (e.g., Career/Technical Education and Civil Rights, Child Development) are to be labeled as such and included on Form CTS-1e.

Resolution of Noncompliance Forms

This proposal for resolving noncompliance issues will be prepared by the LEA's CCR coordinator and submitted to CDE within 45 calendar days of the review.

Form CTS-4



Resolution of Noncompliance Findings, Form CTS-4

All compliance reviews conducted by the California Department of Education (CDE) are conducted in accordance with the legal responsibility set forth in federal and state laws and regulations. When an LEA or other agency receives official CDE notification of noncompliance findings from a compliance review, the LEA or agency is legally responsible for the timely resolution of those issues.

Within 45 calendar days of the official notification date, which is the exit date of the review indicated on the “Notification of Findings” (Form CTS-1a), the LEA must submit a “Proposed Resolution of Noncompliance Findings” (Form CTS-4).

For **noncompliance findings that are resolved** by the LEA within the 45-calendar-day period, the LEA must:

1. *Complete* Form CTS-4. *Describe* the specific actions(s) taken to correct each identified noncompliant issue. On the right side of the form under the header “Past (CR),” enter the date on which the corrective action was completed.
2. *Enclose* documents to verify compliance.
3. *Sign* the form and *submit* the original and one copy to CDE at the address shown on page 34.

In some cases when noncompliance findings **cannot be resolved** by an LEA or regional office during the 45-calendar-day period, federal and state laws and regulations permit an LEA and CDE to enter into a compliance agreement. (When some funding issues may require immediate resolution, no compliance agreement is allowed.) An approved compliance agreement permits CDE to suspend, for the duration of the compliance agreement, any enforcement actions that it may be obligated to perform in response to noncompliance findings. Compliance agreements:

- May be requested only for an item for which it is legal to extend the 45-calendar-day period.
- May not, with the exception of IPI noncompliance findings, exceed 180 calendar days from the expiration of the 45 calendar days allowed for LEAs to resolve noncompliance or submit a proposed compliance agreement to CDE. Compliance agreements should be requested for a *reasonable* length of time to resolve the specific issue. Many compliance agreements can and should be for fewer than 180 days.

When the LEA wishes to submit a proposal for a **compliance agreement**, it must:

1. *Complete* Form CTS-4. Include information that identifies the compliance item, the proposed corrective actions, and the date by which these actions will be completed.
2. *Sign* the form and *submit* the original and one copy to CDE at the address shown on the next page.

3. *Submit, before the end of the expiration date of the compliance agreement, with verification documents attached*, a new Form CTS-4. Indicate on the right-hand side of the form, under the header “Past (CR),” the date on which the agreed-upon actions have been completed. If the agreed-upon actions have not taken place or a new response is not submitted before the end of the compliance agreement period, the compliance status of the LEA will revert back to noncompliant.

Additional Required Materials

Any additional materials submitted should be clearly labeled at the top of each attachment to indicate the applicable program. Include any supporting information, such as documents and detailed narratives, as attachments to the compliance response. If necessary, submit amendments to the program applications, school plans, local plans, or procedural handbooks. If the school program is affected, submit amended assurance pages from all appropriate advisory committees and councils indicating that the committees have been involved in the development of the revised program (if their participation is required by law or regulation).

Submit Form CTS-4 to:

California Department of Education
CCR Management Unit
1430 N Street, Suite 6203
Sacramento, CA 95814-5901

Subsequent Communications Regarding Compliance Responses

After an LEA has submitted a compliance response, the appropriate CDE program unit will review the response to determine whether the information provided resolves the original finding. The LEA will be informed in writing of CDE’s decision. If additional information is required, the LEA will receive specific instructions on the submission of additional information to the **appropriate program office**. For LEAs chosen to participate in the Comité follow-up review process, all EL items will be transferred to the Comité Follow-up Monitoring Unit within CDE.

2004-2005 Coordinated Compliance Review

Proposed Resolution of Noncompliance Findings

(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	
Item no. with program prefix	Title of individual responsible	Specific corrective actions that have resolved (compliance response) or will resolve (compliance agreement) noncompliant items (include evidence)	Date of compliance	
			Past (CR)	Future (CA)

Instructions for Completing Form CTS-4

Enter the name of the program on the line provided (one program per form). Program names are listed below in boldface type.


Form CTS-4 must be signed and dated by the authorized agent. Include a contact telephone number.

In column 1 indicate the roman numeral of the key dimension, program prefix, item number, and test letter from the appropriate program instrument, if applicable (e.g., I-A1b). *Note:* For child development enter also the subprogram suffix (e.g., I-C1 GCTR for general child care or I-C1 GMIG for migrant child care).

In column 4 enter the date the LEA resolved noncompliance findings (past) or the date the LEA expects to resolve noncompliance findings (future). A past date indicates that this is a proposed compliance resolution (CR), and a future date indicates a proposed compliance agreement (CA).

Attach and label any necessary documentation. **Submit the original and one copy to:**

California Department of Education
CCR Management Unit
1430 N Street, Suite 6203
Sacramento, CA 95814-5901

 **Note:** For each noncompliance issue handled through a compliance agreement, this form must be resubmitted before the ending date of the agreement. The resubmission must indicate that the issues have been resolved and include the date on which the LEA became compliant. If no resubmission is received, the issues will revert to noncompliant status.

IPI	Integrated Programs Item	CON	Consolidated Programs
UCP	Uniform Complaint Procedures		SBCP School-Based Coordinated Program
AE	Adult Education		CEP Title I, Compensatory Education
CSV	CalServe		PRI Title I, Private Schools
CSF	Cal-SAFE		SIP School Improvement Program
C	Child Development		M-U Miller-Unruh
	F2AP Federal CalWORKs (Stage 2)		Title V NCLB, Title V
	F3TO Federal CalWORKs—Timing Off		ND Neglected or Delinquent
	FAPP Federal Alternative Payment		SCE Compensatory Education Preschool
	FBRR Federal Resource and Referral		HE Homeless Education
	FCPS Federal Child Protective Services	CTE	Career/Technical Education and Civil Rights
	FCTR Federal Child Care	EE	Educational Equity
	FFCC Federal Family Child Care Home	EL	Programs for English Learners
	FHUD Federal HUD Child Care	GAT	Gifted and Talented Education
	G2AP General CalWORKs (Stage 2)	HIV	HIV/AIDS Prevention Education
	G3TO General CalWORKs—Timing Off	MIG	Migrant Education
	GAPP General Alternative Payment	PE	Physical Education
	GCAM Campus Child Care	SDT	Safe Schools and Drug, Alcohol, and Tobacco Education
	GCTR General Child Care	ITQ	Improving Teacher Quality State Grants, NCLB, Title II, Part A
	GFCC General Family Child Care Home		
	GFRR Resource and Referral		
	GHAN Handicapped Child Care		
	GHUD General HUD Child Care		
	GLTK Extended Day Care		
	GMIG Migrant Child Care		
	GPRES State Preschool		
	GWAP Full Day Preschool		

VI. CCR Instruments and Instructions

Organization of the Instruments

*The CCR instruments are organized by program. All items related to a particular program are grouped together in a separate instrument. Some items from the law and regulations that clearly apply to more than one program and are critical to the effectiveness of programs for students enrolled in multifunded programs are grouped together in an instrument called **Integrated Programs Item**.*

Program Goal At the beginning of each compliance instrument is a brief statement summarizing the intent of that program. These goal statements are included to facilitate communication between staff in different programs who may be working together to conduct or use the results of a coordinated compliance review.

Key Dimensions The monitoring instruments of all programs have been organized around the following key dimensions: standards, assessment, and accountability; teaching and learning; opportunity (equal educational access); staffing and professional growth; parent and community involvement; governance and administration; and funding. The use of these dimensions facilitates the examination of strategies across programs to improve student performance.

Compliance Item Each compliance item contains a reference to the law or regulation. Requirements of all items must be met for a program to be considered compliant.

Techniques and procedures for determining compliance are indicated in the columns to the right of each compliance item as outlined below.

Review Level/ The appropriate review level is indicated. Settings in which compliance items may be applied are defined as follows:

Guidance **Site:** The place where the program services are delivered to students (e.g., a school)

District: The school district office or LEA office

County: The county office of education or LEA office

Region: The regional office of a migrant education program

When an item is to be reviewed at more than one level, the levels are identified by headings in boldface with *and* between them. If an item should be reviewed at only one level but not necessarily the same level in every review, the choices are listed with *or* between them.

The levels are related to the information in the columns **Review level/ Guidance** and **Examples of how to achieve compliance**.

The column also contains brief instructions about the process of review for the corresponding item. These instructions specify the method of review (e.g., interview, observation, document review) and identify who should be interviewed or what should be reviewed. If an interview is indicated, sample questions to ask during the interview are usually provided. Of course, other questions may be necessary to determine compliance.

**Examples
of How to
Achieve
Compliance**

This column contains brief instructions about what the reviewer needs to see or hear to establish compliance. These instructions outline what needs to be determined through an interview, what should be seen during an observation, or what the content of documentation should be. The column is left blank if the test is self-explanatory.



Note: The methods and criteria for validating compliance with program requirements set forth in columns 2 and 3 for each compliance item are nonmandatory program guidelines. (See *Education Code* Section 33308.5.) They represent the California Department of Education's current understanding of a way to validate compliance with the applicable legal requirements set forth in column 1. Local educational agencies may provide reasonable alternative methods and criteria for validating compliance for the Department's consideration.

Status

The reviewer indicates the school's or district's compliance (C) or noncompliance (NC) with the item. An NA means the item was not reviewed or is not applicable. This column may reference specific verification of compliance.

Integrated Programs Item

Program Goal

To provide multifunded students with the school district's core curriculum through the district's instructional delivery system and support from supplemental funds to help students successfully achieve the school district's standards

Key Strategies

- The K–12 specially funded program services support and do not supplant the school district's core curriculum, any other district services, or specially funded services for eligible students. The services are coordinated to provide multifunded students with a coherent educational experience that enables them to learn the core curriculum.

Overview of the Integrated Programs Item

The Integrated Programs Item (IPI), unlike other specially funded program items in the *Coordinated Compliance Review Training Guide*, examines the entire program as it affects participants in the local educational agency (LEA). The focus of the IPI is on providing multifunded students with the school district's core curriculum and instructional delivery system as well as with support from supplemental funds to help students successfully achieve the school district's standards. This focus requires reviewers to examine the core curriculum, analyze the sequence of supplemental services, and determine whether students are receiving a coherent and coordinated program.

Of particular importance is an emphasis on the effect of these services on students' learning. Beginning in 1990-91 the California Department of Education began asking school districts to submit findings on student learning as part of the CCR process. From 1997 to 1998 schools submitted learning results based on standards in a common format on the consolidated application submitted. The Department used these learning findings as one criterion in selecting school sites for possible validation reviews.

The Public Schools Accountability Act of 1999 created a new, statewide system for reporting school-level student performance data according to the Academic Performance Index (API). Consequently, beginning with the 1999-2000 school year, the API became the basis for evaluating student performance during a CCR. Additionally, for CCR purposes, districts could use local student achievement data to complement the API information in order to create the most comprehensive student performance profile for each school.

An examination of the school district's core curriculum, the LEA's specially funded programs, and the interrelationships among categorical programs and between those programs and the core curriculum must be made from a

variety of perspectives, including those of a sample of multifunded students. Compliance or noncompliance with the IPI is then determined by the entire team under the coordination of the review team leader.

The IPI transcends a single program; teams should mark as noncompliant only the clearest, unequivocal, and systemic problems. *Systemic* means the problem is part of a pattern in two or more programs. Issues that are found noncompliant in a particular specially funded program should generally be marked only for that program. If the problem is systemic, however, then the team should mark the IPI.

An exception to this general rule should be made when the team consensus, based on professional judgment, is that the needs and interests of a particular student population are not being met. Before making an exception, the team should consider the following factors:

- The magnitude of the problem (i.e., the number of students denied access to the school district's core curriculum);
- The adverse consequences for the affected student population if this general rule is followed by the team in making a determination of compliance or noncompliance on the IPI; and
- The impact on the school district if the district is making significant strides in developing a strong core curriculum for most of the students.

Teams should also look for patterns in schools. A problem found in one classroom in one school would not be systemic, but the problem would be systemic if two or more programs were to have the same issues in all classrooms in one school or in several schools. In this case, the appropriate IPI should be marked noncompliant.

Integrated Programs Item (K–12)

Program Goal: To provide multifunded students with the school district’s core curriculum through the district’s instructional delivery system and support from supplemental funds to help students successfully achieve the school district’s standards

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>Key Strategies</p> <p>The K–12 specially funded program services support and do not supplant the school district’s core curriculum, any other district services, or specially funded services for eligible students. The services are coordinated to provide multifunded students with a coherent educational experience that enables them to learn the core curriculum.</p>					
<p>IPI.1 Multifunded students receive (a) the school district’s core curriculum through the district-supported instructional delivery system; (b) the appropriate supplemental program services for which students are eligible; and (c) a coherent and coordinated program that enables them to learn the district’s core curriculum or extend their learning beyond the core areas.</p> <p>(20 USC 6322; PL 103-382 1120a[b][1][B]; EC 2, 30, 33350, 44670.3, 44805, 48431.6, 48431.7, 48438, 49067, 51004, 51012–14, 51040, 51050, 51053–57, 51200–4, 51206, 51210–15, 51220–28, 51243–44, 51260, 51402, 51420, 51500–1, 51550, 51762, 51764, 51810, 51833, 51881, 51890, 52000, 52100, 52102, 52200, 52201[b], 52206, 52310, 54000, 54001, 54004.3, 54004.7, 54401, 54402, 54403, 54421, 54443.1, 56001, 56200, 56240, 56243, 56302–3, 56342, 58800, 60040, 60041, 64001; 5 CCR 3030, 3930, 3934, 4200, 4304–5, 4320, 4412–14)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review core curriculum information at the sites and compare it with the district’s information to determine how all students are ensured access to the core curriculum through the instructional delivery system. Observe classrooms and review samples of student work, instructional materials and textbooks, etc., for appropriateness. • Review and compare the core curriculum and instructional delivery system for student participants in categorical programs with that provided to students not eligible for such programs. • Review written records and interviews collected in order to determine whether instruction in the core curriculum and supplemental instruction provide students in specially funded programs with a coordinated and coherent educational program. • Interview district staff and school staff serving multifunded students. <p>ASK:</p> <p>What academic content standards have been adopted by the district and used as its core curriculum? How do you ensure that</p>	<ul style="list-style-type: none"> • Refer to column on IPI.1 test items a, b, c. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
IPI.1 (Continued)	<p>multifunded students have access to the district's standards? What evidence do you have to ensure that students are learning?</p> <p>How do state- and federally funded services supplement district services to students eligible for EIA-LEP, GATE, Title I, special education, and migrant education? How do categorically funded staff (e.g., teacher or educational/instructional assistants) help students in specific content areas? What kinds of lessons are provided?</p> <p>How do school staff members plan, work, and communicate with one another regarding their work with multifunded students? How do you determine the kind of help or assignments to provide to multifunded students?</p>				

Uniform Complaint Procedures

Program Goal

To ensure implementation of a uniform system of processing complaints of unlawful discrimination and alleged violations of federal or state laws or regulations for those activities or programs specified in Title 5, *California Code of Regulations* Section 4610(b) that receive state or federal funding

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

34 CFR 300.510–511; EC 260, 262.3; GC 11135, 11138; PC 422.6; 5 CCR 4600–4632

Key Dimension

VI. Governance and Administration To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Uniform Complaint Procedures

Program Goal: To ensure implementation of a uniform system of processing complaints of unlawful discrimination and alleged violations of federal or state laws or regulations for those activities or programs specified in Title 5, *California Code of Regulations* Section 4610(b) that receive state or federal funding

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-UCP1 The local educational agency (LEA) has established locally approved uniform complaint procedures (UCP) for all specified programs, including adult education, career/technical education, child development, consolidated programs, Indian education centers, migrant education, special education, and child nutrition, and provides civil rights guarantees (allegations of unlawful discrimination regarding age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability).</p> <p>There is a staff member, position, or unit responsible for receiving and investigating complaints and ensuring the LEA's compliance. There is also a statement that persons responsible for conducting investigations are knowledgeable about the laws and programs assigned to them to investigate.</p> <p>There is written assurance of the annual dissemination of the complaint procedures to all students, employees, parents/guardians, district/school councils, advisory committees, and other interested parties.</p> <p>There are policies and procedures to protect all complainants from retaliation.</p>	<p>District</p> <ul style="list-style-type: none"> Review the LEA's written complaint procedures for categorical programs and written procedures to guarantee civil rights. Interview district contact staff and members of district and school advisory committees. <p><i>ASK:</i></p> <p>Who has been designated by the LEA to receive and process complaints?</p> <p>What programs are covered by the LEA procedures?</p> <p>What steps are included in the LEA complaint process?</p> <p>Are the complainants advised of their rights to seek civil law remedies?</p> <p>How is confidentiality of the complainant guaranteed?</p> <p>Do you have written internal procedures for investigating complaints?</p>	<ul style="list-style-type: none"> The LEA has designated a staff member, position, or unit responsible for receiving, processing, and resolving complaints. The LEA has primary responsibility for resolving complaints. In a discrimination complaint, written notice is given to the complainant(s) regarding the right to seek civil law remedies after 60 days have elapsed since the filing of an appeal with CDE. The complaint procedures of the LEA have all the following required components: <ul style="list-style-type: none"> — A statement of purpose regarding compliance with federal and state laws and regulations — Assurance regarding protection of the complainant from retaliation — A responsible staff member, position, or unit designated to receive complaints — An annual process for disseminating information about the complaint procedures to the students, employees, parents or guardians, districts/school advisory committees, and interested parties 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-UCPI (Continued)</p> <p>Regarding discrimination complaints, there are policies and procedures to ensure confidentiality of persons and facts.</p> <p>Information is provided regarding an individual's right to pursue civil law remedies.</p> <p>The procedures for all complaints provide:</p> <ul style="list-style-type: none"> • For mediation (optional) or investigation of the complaint within 60 days from receipt of the complaint • Assurance that mediation does not extend the local timeline for investigation and resolution of complaints unless the complainant agrees, in writing, to the extension • A statement to advise complainants of the six-month timeline for the filing of complaints alleging unlawful discrimination • An opportunity for the complainant, the complainant's representative, or both, and LEA representatives to present information relevant to the complaint • A statement that, in a complaint of unlawful discrimination, a complainant has a right to seek civil law remedies no sooner than 60 days have elapsed since filing an appeal with CDE, with the exception of injunctive relief, for which the time limitation does not apply. • For disposition of the complaint and the preparation of a written report to be given to the complainant and, upon request, to CDE, which includes: <ul style="list-style-type: none"> — Findings and disposition of the complaint — Corrective actions (if any) 		<ul style="list-style-type: none"> — A statement to the effect that complainants may pursue other remedies, including actions before courts or other public agencies — In a discrimination complaint, notice of complainant's right to seek civil law remedies after 60 days have elapsed since the filing of an appeal with CDE. This moratorium does not apply to injunctive relief and is applicable only if the LEA has appropriately, and in a timely manner, apprised the complainant of the right to file a complaint. — Provisions for investigation or mediation within a 60-day timeline: <ol style="list-style-type: none"> a. The procedure explains how the complaint is received and how it is handled throughout the agency. b. The complainant or representative (or both) is given the opportunity to present evidence relevant to the complaint. c. A written report of the LEA's decision is prepared within 60 calendar days after receipt of the complaint. d. A notice is given to the complainant(s) regarding his/her/their right of appeal to CDE within 15 days after the LEA determination. 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-UCP1 (Continued) <ul style="list-style-type: none"> — Rationale for such disposition — Notice of complainant's right of appeal to CDE or other agencies, as specified in the UCP, within 15 days of the receipt of the report <p>(34 CFR 300.510–511; EC 260, 262.3; GC 11135, 11138; PC 422.6; 5 CCR 4600–4632)</p>					
VI-UCP2 There is an <i>annual, written notification</i> of local complaint procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties. <ul style="list-style-type: none"> • The annual written notice includes: <ul style="list-style-type: none"> — A statement of purpose regarding compliance with federal and state laws and regulations — The identity of the responsible staff member, position, or unit designated to receive and process complaints — Right of the complainant to pursue civil law remedies — A description of the appeal and review procedures — Right of the complainant to appeal to CDE within 15 days after the LEA has issued the written report of findings or no action is taken by the LEA after 60 days from the date of the complaint. — The time for filing a discrimination complaint, which does not exceed six months from the date of the alleged occurrence or when knowledge was first obtained 	District and Site <ul style="list-style-type: none"> • Interview the district contact staff, members of advisory committees and councils, staff, students, and parents. <p><i>ASK:</i></p> <p>How has the LEA disseminated complaint procedures to students, employees, parents, advisory committees, and interested parties?</p> <p>Does the notification include all required information?</p> <p>Are there primary languages, other than English, spoken by 15 percent or more of the students in the school?</p> <p>Has the district processed the UCP notification and other related correspondence in the languages of the students whose numbers require translation?</p>	<ul style="list-style-type: none"> • A copy of the annual notification of local complaint procedures, including all required components, is on file. • A record of the district's process for disseminating the annual notification is on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-UCP2 (Continued) — The timeline for seeking civil law remedies in discrimination complaints • When 15 percent or more of the students in the school speak a primary language other than English, all notices to parents or guardians regarding complaint procedures are in the student’s primary language in addition to English. (EC 260, 262.3, 48985; 5 CCR 4620–4652)					
VI-UCP3 The LEA has investigated (or mediated) complaints alleging a failure to comply with state or federal laws or regulations or discrimination complaints and seeks to resolve those complaints in accordance with UCP regulations (as applicable). (EC 262.3[d]; 5 CCR 4630–4631)	District • Review documents in a complaint file. • Interview the district contact staff and complainants. ASK: Has the district processed a local complaint regarding violations of state or federal laws or regulations in a covered program and unlawful discrimination through uniform complaint procedures? How is the complainant informed of the complainant’s right of appeal within 15 days of the LEA’s decision to CDE or to other agencies? Has the district had a complaint appealed? Has the district provided the required information to CDE or other agencies? Has the district informed the complainant appropriately and in a timely manner of his or her right to file an appeal of a complaint to CDE? • The LEA keeps records on file regarding complaints. • LEA records indicate that local procedures meeting all legal requirements have been implemented in resolving formal complaints, as applicable. • Copies of notifications are on file indicating that the complainant was properly advised of the right to appeal within 15 days after the local decision was made or within 60 days after the complaint is filed if the LEA does not render a decision. • Copies of notifications are on file indicating that the complainant was properly advised of the right to seek civil law remedies in discrimination cases after 60 days have elapsed since the filing of an appeal with CDE. • There is evidence that the school district submitted the required data as requested by CDE or other agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Uniform Complaint Procedures Checklist

UCP 1

School District _____

<i>Yes</i>	<i>No</i>	<i>Evidence of Compliance with Required Provisions of Local Policy and Procedure: UCP 1</i>
		1. A statement that the local agency is primarily responsible for compliance with federal and state laws/regulations (5 CCR 4620)
		2. A list of all programs and activities implemented by the district that are subject to the UCP (5 CCR 4610)
		3. A list of civil rights protections regarding age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability (5 CCR 4610[c]) (EC 200) (<i>Penal Code</i> 422.6)
		4. A statement to advise complainants of the right to pursue civil law remedies (5 CCR 4622)
		5. A statement to assure the complainant of protection from retaliation (5 CCR 4621)
		6. A statement to assure the complainant of confidentiality, as appropriate, for complainants alleging discrimination (5 CCR 4621)
		7. A statement disclosing the responsible staff member, position, or unit to receive complaints (5 CCR 4621)
		8. A statement of assurance that the person(s) assigned to investigate complaints is knowledgeable about the laws/programs that he/she is assigned to investigate (5 CCR 4621)
		9. A statement of assurance that written notice of the local complaint procedures is disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties (5 CCR 4622)
		10. A statement that unlawful discrimination complaints shall be initiated no later than six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the Superintendent of Public Instruction grants an extension (5 CCR 4630[b], 4630)
		11. A statement of assurance that the local agency will provide complainants and/or representatives with an opportunity to present relevant information (5 CCR 4631)
		12. A statement that the complaint process will be concluded within 60 days unless the complainant agrees in writing to an extension of time (5 CCR 4631)
		13. A statement that, in a complaint of unlawful discrimination, a complainant has a right to seek civil law remedies no sooner than 60 days have elapsed since filing an appeal with CDE, with the exception of injunctive relief, for which the moratorium does not apply, provided complainant is timely advised of the right to file a complaint (EC 262.3)
		14. A statement specifying that the local agency decision will be reported in writing, sent to the complainant within 60 calendar days of receipt of the complaint, and contain the:
		(a) Findings and disposition of the complaint
		(b) Corrective actions (if any)
		(c) Rationale for such disposition
		(d) Procedures for initiating an appeal to the California Department of Education within 15 days of receiving the local agency written decision (5 CCR 4631[c])

Uniform Complaint Procedures Checklist

UCP 2

School District _____

<i>Yes or No</i>	<i>Yes or No</i>	<i>Yes or No</i>	<i>Yes or No</i>	<i>Evidence of Compliance with Annual Notification Requirements: UCP 2</i>
Employees	Students	Parents and Guardians	Advisory committees	Annual written notice of the complaint procedures is distributed to all four groups as shown on the left. (5 CCR 4622) The annual notice contains the following information:
				1. A statement that the local agency is primarily responsible for compliance with federal and state laws and regulations (5 CCR 4620)
				2. A statement disclosing the responsible staff member, position, or unit designated to receive complaints (5 CCR 4621)
				3. A description of the local complaint procedure and appeal process including:
				(a) A statement that investigation or mediation of the complaint will be concluded within 60 calendar days (5 CCR 4631)
				(b) A statement that unlawful discrimination complaints shall be initiated no later than six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination (5 CCR 4630)
				(c) A statement that the complainant has a right to appeal the local agency's decision to the California Department of Education within 15 days of receiving the local agency's written decision (5 CCR 4652)
				4. When 15 percent or more of the students in the school speak a primary language other than English, all notices to parents or guardians regarding complaint procedures are in the student's primary language in addition to English (EC 48985)
				5. A statement advising of civil law remedies that may be available (EC 262.3) <i>Note:</i> See the sample statement below.

Sample statement:

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately and, in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622 (EC 262.3).

Uniform Complaint Procedures Checklist

UCP 3

School District _____

<i>Yes</i>	<i>No</i>	<i>Evidence of Proper Implementation of the Mediation and/or Investigation Process: UCP 3</i>
		1. Did the district conduct a mediation and/or investigation implementing the UCP during the past 12 months? (If not, do not review for this item or complete this form.)
		2. A random selection of UCP complaint files revealed the following actions had been taken:
		(a) The six-month timelines were met for filing discrimination complaints. (5 CCR 4630)
		(b) In the mediative/investigative process, complainants and/or representatives were given the opportunity to present evidence. (5 CCR 4631[b])
		(c) A written report was issued to the complainant within the 60-day time line. (5 CCR 4631[c])
		3. The report contained:
		(a) Findings and disposition of the complaint
		(b) Corrective actions (if any)
		(c) Rationale for such disposition
		(d) Procedures for initiating an appeal to the California Department of Education within 15 days of receiving the local agency written decision (5 CCR 4631[c])
		4. There is evidence that, in a complaint of unlawful discrimination, the local agency has appropriately notified and, in a timely manner, the complainant may not seek civil law remedies pursuant to <i>Education Code</i> Section 262.3 until at least 60 days have elapsed from the filing of an appeal to the California Department of Education. (EC 262.3[d])

Consultant _____

Date _____

Adult Education

The Adult Education program instrument will be provided to attendees during the CCR Institutes.

California School-Age Families Education Program

Program Goal

To provide a comprehensive, continuous, and community-linked school-based program that focuses on youth development and dropout prevention services for expectant and parenting students and child care and development services for their children

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. regulations or other legal mandates Applicable legal citations for this program include, but are not limited to, the following:

- California State Constitution, Article XVI, Section 5
- California *Education Code*, Title 1, Division 1, Part 6, Chapter 2. Child Care and Development Services Act, Articles 1–22, Sections 8200–8481; Title 2, Division 4, Part 27, Chapter 9, Article 11, Section 49553; Title 2, division 4, Part 29, Chapter 9, Article 7.1 California School-Age Families Education Program, sections 54740–54749.5
- *California Code of Regulations*, Title 5, Division 19, Child Care and Development Programs, sections 18000–182305; Title 22, Division 12, Chapter 1
- California *Health and Safety Code*, Division 2, chapters 3.35–3.6, sections 1596.60–1587.621

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

The child care and development component of the California School-Age Families Education (Cal-SAFE) program includes selected items from the Child Development section of this document. Please include the following items in the review process in addition to the other items in the Cal-SAFE instrument:

I-C1 Developmental Profile
I-C2 Annual Evaluation Plan
II-C3 Children's Environment
II-C4 Children's Nutrition Program
IV-C11 Program Director Qualifications
IV-C12 Site Supervisor Qualifications
IV-C13 Child Development Teacher Qualifications
IV-C14 Staff-Child Ratios
VI-C22 Prohibition of Religious Worship
Title IX issues are included in Educational Equity: III-EE5

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

California School-Age Families Education Program

Program Goal: To provide a comprehensive, continuous, and community-linked school-based program that focuses on youth development and dropout prevention services for expectant and parenting students and child care and development services for their children

I Standards, Assessment, and Accountability

To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-CSF1 The local educational agency (LEA) has participated in the data collection and evaluation of the program and has maintained a database in the manner and form prescribed by the California Department of Education for program evaluation. (EC 54745[b][3] and (c)[4])	LEA For each LEA select a 10 percent sample of students' and children's files. A minimum sample of two files per school site should be included. <ul style="list-style-type: none"> • Review the sample of student files for completed enrollment and GradStar data collection forms. • Review the sample of children's files for the GradStar child care enrollment forms. Verify that enrollment information has been submitted to the Cal-SAFE evaluation contractor. 	<ul style="list-style-type: none"> • Evidence exists of complete GradStar data collection and submission of data according to instructions from the Cal-SAFE evaluation contractor. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CSF2 The LEA ensures that enrolled students retain their right to participate in any comprehensive school or educational alternative programs in which they could otherwise enroll. School placement and instructional strategies shall be based on the needs and styles of learning of the individual pupils. The	Site <ul style="list-style-type: none"> • Observe students in class activities in a sample of the various schools/programs (e.g., mainstreamed in comprehensive school, continuation school, adult education, alternative school, or self-contained classroom) in which 	<ul style="list-style-type: none"> • Evidence exists that the LEA ensures that enrolled students retain their right to participate in any comprehensive school or educational alternative programs in which they could otherwise enroll. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-CSF2 (Continued)</p> <p>classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual parent, child, or both.</p> <p>(EC 54745[c][2])</p>	<p>Cal-SAFE program students are enrolled to assess the use of appropriate varied instructional strategies, which respond to the needs and learning styles of the individual student.</p> <p>LEA</p> <ul style="list-style-type: none"> • Review the following documents from a sample of the various schools/programs in which Cal-SAFE program students are enrolled: <ul style="list-style-type: none"> — Selected materials, such as referrals, enrollment documents, and transcripts — Selected samples of student work that show the use of various instructional strategies resulted in student academic success — Copy of LEA-approved policy for student enrollment in independent study — Selected student GradStar enrollment forms • Interview the Cal-SAFE program coordinator and, as applicable, school counselors, site administrators, and selected teachers. <p>ASK:</p> <p>How do students know they have a right to enroll in any school for which they qualify?</p> <p>How does the Cal-SAFE program serve eligible teen fathers?</p> <p>What classroom instructional strategies are used and how do they respond to individual student needs and learning styles?</p> <p>What is the process for enrolling expectant and parenting students in independent study?</p>	<ul style="list-style-type: none"> • Evidence exists that school placement and instructional strategies are based on the needs and learning styles of the individual students. • Evidence exists that the classroom is the preferred instructional strategy. • If independent study is determined to be the best instructional strategy for the individual student, participation is voluntary and the program operates in compliance with the program statutes and regulations. 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CSF2 (Continued)	<ul style="list-style-type: none"> • Interview selected students from each of the various schools/programs in which Cal-SAFE program students are enrolled. <p>ASK:</p> <p>Were you able to remain in the school where you were enrolled before you were an expectant or parenting student?</p> <p>How have Cal-SAFE services supported you in your academic program?</p> <p>Since being in the Cal-SAFE program, have you been enrolled in the independent study program? If so, describe the circumstances, how long you were enrolled, the type of work you were assigned, and how it did or did not help you with your academic achievement.</p> <p>Did you receive supplemental program services (e.g., English learner program and special education) for which you are eligible?</p>				
II-CSF3 The LEA provides pupils with a quality education program in a supportive and accommodating learning environment with appropriate classroom strategies to ensure school access and academic credit for all work completed. (EC 54745[c][4])	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> • Observe students in class activities in a sample of the various schools/programs (e.g., mainstreamed in comprehensive school, continuation school, adult education, alternative school or self-contained classroom) in which Cal-SAFE program students are enrolled to assess the learning environment. • Observe, as applicable, the interaction of students with both certificated and classified school staff. <p>LEA</p> <ul style="list-style-type: none"> • Review the following documents from a sample of the various schools/programs in 	<ul style="list-style-type: none"> • Evidence exists that students are receiving a quality education program that provides a rigorous academic program comparable to that for non-Cal-SAFE program students. • The school uses positive youth development strategies, such as asset building and resiliency activities, in a supportive learning environment, which supports students to achieve academically. • Instructional strategies address knowledge, social skills, attitudes, and behavior. • Students receive grades and credit for all work successfully completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CSF3 (Continued)	<p>which Cal-SAFE program students are enrolled:</p> <ul style="list-style-type: none"> — Course curricula — Student transcripts — Selected samples of student work <ul style="list-style-type: none"> • Interview the Cal-SAFE program coordinator and selected school site staff. <p><i>ASK:</i></p> <p>How does the culture of the school support student participation in activities outside the classroom such as field trips, service learning, and school-sponsored academic teams (e.g., debate, science fairs), which support academic achievement?</p> <p>In what youth development activities do Cal-SAFE program students participate?</p> <p>How do students with an active IEP receive appropriate special education services?</p> <p>What system is in place to ensure that students receive credit for all work completed?</p> <ul style="list-style-type: none"> • Interview selected students representative of the various schools/programs in which Cal-SAFE program students are enrolled. <p><i>ASK:</i></p> <p>What kinds of lessons and assignments do you receive?</p> <p>Are you making progress in your classes?</p> <p>Are you doing the same work as the other students?</p> <p>Are you receiving credits for work you successfully complete?</p> <p>Do you feel supported by school staff and your peers in your school?</p>	<ul style="list-style-type: none"> • Examples of work, such as writing samples, class work, homework, and tests in the core curriculum, provide evidence of student academic success. 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CSF3 (Continued)	<ul style="list-style-type: none"> • Interview adult parents of students. <p><i>ASK:</i></p> <p>Is your expectant/parenting daughter/son receiving a quality education program?</p> <p>Were there any barriers to school access?</p> <p>Is the academic program comparable to that for non-Cal-SAFE program students?</p>				
II-CSF4 Enrolled students are provided with parenting education and life skills instruction. (EC 54745[c][5])	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> • Observe students in parenting and life skills activities. • Observe teen parents' interaction with their children. • Review the following documents: <ul style="list-style-type: none"> — The curriculum for its scope and sequence of instruction — Samples of student work — Samples of evaluation instruments used to assess student progress <p>LEA</p> <ul style="list-style-type: none"> • Interview the Cal-SAFE program coordinator and person(s) responsible for providing the parenting education and life skills instruction. <p><i>ASK:</i></p> <p>What strategies are used to provide parenting education and life skills?</p> <p>How are the instructional strategies for this instruction determined to meet the needs of the individual students?</p> <p>How do you measure students' progress toward enhancing their positive parenting skills?</p>	<ul style="list-style-type: none"> • The LEA provides an opportunity for students to receive multiyear parenting and life skills instruction that is culturally sensitive, gender neutral, and developmentally and age-appropriate. • The instructional strategy responds to the needs and learning styles of the individual student. • Samples of student work and other evidence indicate opportunities for students to demonstrate effective parenting skills. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CSF4 (Continued)	<p>Is there a plan in place so that students who are in the Cal-SAFE program over several years do not receive the same instruction year after year?</p> <ul style="list-style-type: none"> • Interview students. <p><i>ASK:</i></p> <p>How has the parenting education and life skills instruction helped you in parenting your child(ren) and in making decisions related to your daily living?</p> <p>Does the method by which you receive the parenting education and life skills instruction meet your needs?</p> <p>Are you receiving the same information year after year or do you learn something new each year that supports you as a parent?</p>				
II-CSF5 Pregnant and lactating students are provided with special nutritional supplements. (EC 49553, 54745[c][9])	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> • Observe student utilization of nutritional supplements. • Review supplement menu for the current month. <p>LEA</p> <ul style="list-style-type: none"> • Interview Cal-SAFE program coordinator. <p><i>ASK:</i></p> <p>How are nutritional supplements provided to eligible students?</p> <p>Does the Cal-SAFE program or another source fund the supplements?</p>	<ul style="list-style-type: none"> • The nutritional supplements are culturally appropriate, varied on a daily basis, and contain all meal components in the required amounts. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-CSF6 The LEA completes an intake and assessment procedure for each enrolled student and child upon entry and periodically as needed thereafter to respond to the individual needs and differences of pupils and their children.</p> <p>(EC 54746[a])</p>	<p>LEA</p> <p>.....</p> <ul style="list-style-type: none"> • Review the following documents: <ul style="list-style-type: none"> — GradStar forms (e.g., enrollment and student services, child care enrollment) — Program orientation materials — Sample of information on community referral agencies (e.g., brochures and fact sheets) • Interview the Cal-SAFE program coordinator and/or program leader, site leaders or child care site supervisors or both, and any other staff person completing the intake procedure. <p>ASK:</p> <p>What is the process to complete the intake procedure for students and child?</p> <p>How does the person completing the intake procedure determine what student support services are needed by the individual student?</p> <p>What process is used to ensure that Cal-SAFE program-funded student support services are not duplicating services provided to the same student by another program (e.g., AFLP, Cal-Learn, and Healthy Start)?</p> <p>What process is used to ensure that students are receiving needed services in a timely manner?</p> <p>How often are students and children reassessed to determine whether their needs have changed?</p> <p>Who initiates the reassessment?</p> <ul style="list-style-type: none"> • Interview Cal-SAFE program students. 	<ul style="list-style-type: none"> • Evidence exists that the LEA has completed an intake procedure for each enrolled student and child in the Cal-SAFE program. • Evidence exists that students are receiving necessary support services either directly from the LEA or from a referral to a community agency or organization. • Evidence exists that the child(ren) of enrolled teen parents is receiving Cal-SAFE program child care/development, as needed. • Evidence exists that a procedure is being implemented that periodically reassesses support services and child care needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-CSF6 (Continued)	<p><i>ASK:</i></p> <p>What support services do you receive from the Cal-SAFE program?</p> <p>Are these services valuable in supporting your attendance at school?</p> <p>Have you experienced any barriers in accessing services from a referral to a community agency/organization? If so, did the Cal-SAFE program staff help you find another source of assistance?</p> <p>Is the child care program in which your child is enrolled providing quality care?</p> <p>Would you recommend participation in the Cal-SAFE program to your friends who may be expectant or parenting? Why or why not?</p> <ul style="list-style-type: none"> • Interview adult parents of Cal-SAFE program students. <p><i>ASK:</i></p> <p>How has the Cal-SAFE program supported your son/daughter to stay in school?</p> <p>Are you and/or any other family members receiving any services through the Cal-SAFE program? If so, please describe the services.</p>				
<p>III-CSF7 Expectant and parenting students and their children enrolled in the child development program have met the eligibility requirement of the Cal-SAFE program, and the required documentation and enrollment forms are complete.</p> <p>(EC 54746[c][2], 54747)</p>	<p>LEA</p> <p>.....</p> <ul style="list-style-type: none"> • Select a 10 percent sample of students' and children's files of enrolled students and children. Include children who are absent. <p>The sample size should include files from various school sites, centers, and family child care homes within the program.</p> <ul style="list-style-type: none"> • Review the sample collected for eligibility. 	<ul style="list-style-type: none"> • The student and the child are eligible for Cal-SAFE services as verified by the following evidence: <ul style="list-style-type: none"> — The expectant student has completed the Cal-SAFE intake process and is receiving support services. — The student is the custodial or noncustodial parent taking an active role in the care and supervision of the child, has completed the 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-CSF7 (Continued)		<p>Cal-SAFE intake process, and is receiving support services.</p> <p>— The expectant or parenting student was enrolled in Cal-SAFE at age eighteen or younger and has not been enrolled for more than one semester past the nineteenth birthday. Parents with an active IEP meet the age requirements to be eligible for special education services.</p> <p>— The child receiving child care and development services is the child of an enrolled Cal-SAFE student, is under five years of age, and has not entered kindergarten.</p>			
<p>III-CSF8 The LEA provides child care and development services when the child's teen parent is, or parents are, participating in a school-approved activity both during and outside the school day.</p> <p>(EC 54743[b], 54746[c])</p>	<p>LEA</p> <p>.....</p> <ul style="list-style-type: none"> For the sample files selected, review the child care enrollment form and supporting documentation. Determine whether the days and hours of care as certified match the days and hours supported by the documentation of the student parent's school-approved activities. 	<ul style="list-style-type: none"> The Cal-SAFE Child Care Enrollment form has been completed, and documentation of the parent's class schedule and activity plan is attached. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-CSF9 The LEA provides staff development and outreach into the school community in order to establish a positive learning environment and school policies supportive of expectant and parenting pupils' academic achievement	<p>LEA</p> <p>.....</p> <ul style="list-style-type: none"> Review the agency's program for staff development. Review the agency's strategies for outreach within the school community. 	<ul style="list-style-type: none"> The staff was involved in the development of the program. The program supports staff development for all staff. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-CSF9 (Continued) and to promote the healthy development of their children. (EC 54745[c][11])	<ul style="list-style-type: none"> • Review documentation on the agency's approach to outreach (i.e., whether a program brochure has been developed and disseminated). • Review documentation for staff development and outreach that establishes a positive learning environment for expectant/parenting students. • Review the school policies supporting expectant/parenting pupils' academic achievement and promoting the healthy development of their children. 	<ul style="list-style-type: none"> • The staff development and community outreach efforts establish a positive learning environment for expectant/parenting students. • A program brochure has been developed and disseminated to school staff and numerous agencies in the community. Documentation supports the agency's outreach strategies/efforts within the LEA and with other community agencies. • School policies support expectant/parenting pupils' academic achievement and promote the healthy development of their children. 			

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-CSF10 A plan for parent participation in the child care and development program is being implemented by the LEA. (EC 54746 [c][7])	LEA <ul style="list-style-type: none"> • Review the agency's plan for parent participation and education. • Interview the program coordinator or program leader and the child development program director and/or site supervisor. ASK: How does the program involve parents? How does the program educate parents? What is the level of participation? 	<ul style="list-style-type: none"> • Records of types of opportunities available for parent participation in the program are on file. • There is evidence that the plan is appropriate and includes the following components: <ul style="list-style-type: none"> — An open-door policy encourages parents to participate in the daily activities whenever possible. — An orientation for parents discloses the program philosophy, program goals and objectives, program activities, and eligibility criteria. — Two parent-teacher conferences are scheduled annually to discuss the child's progress. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-CSF10 (Continued)		<ul style="list-style-type: none"> — There are records of parent meetings with staff. — There are regular parent meetings with child development program staff. 			
V-CSF11 Parents have access to their children and the caregivers during normal hours of provider operation. (EC 8354[b]; 22 CCR 101319.1[c])	LEA <ul style="list-style-type: none"> • Review the LEA's written policy regarding parents' access to their children in the child care setting. • Review the agency's established procedures and policies regarding parents' participation in the child care program. 	<ul style="list-style-type: none"> • The parent handbook, parent handout, admission policy, or parent bulletin board has a board-approved policy to allow parents access to their children while they are in the agency's care. • There is evidence that the agency implements its established procedure allowing parents access to their children while they are in the agency's care. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V-CSF12 The LEA has entered into formal partnership agreements, as necessary, with community-based organizations and other governmental agencies to assist pupils in accessing support services. (EC 54745[c][10])	LEA <ul style="list-style-type: none"> • Review program documentation for formal and/or informal partnership agreements (Memorandum of Understanding [MOU], service contract) with community-based organizations and other governmental agencies that assist pupils in accessing support services. 	<ul style="list-style-type: none"> • The LEA has documentation for formal and informal partnership agreements with community-based organizations and other governmental agencies. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V-CSF13 The LEA coordinates to the maximum extent possible with both the Cal-Learn and Adolescent Family Life Program (AFLP) case managers. (EC 54745[c][15])	LEA For each LEA select a 10 percent sample of students' files. A minimum sample of two files per school site should be included. <ul style="list-style-type: none"> • Review the sample of student files for completed enrollment and support services forms indicating need and referral and receiving case management services from Cal-Learn or AFLP. 	<ul style="list-style-type: none"> • There is evidence in the students' files and program documentation that coordination/collaboration exists between the Cal-SAFE program and Cal-Learn/AFLP. • There is supportive evidence in the interview process that coordination/collaboration exists, to the maximum extent possible, with Cal-Learn/AFLP. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-CSF13 (Continued)	<ul style="list-style-type: none"> • Interview program staff. ASK: What coordination/collaboration efforts exist between the Cal-SAFE program and Cal-Learn/AFLP? • Interview students. ASK: Are you receiving case management services from Cal-Learn/AFLP? What do you know about the AFLP or the Cal-Learn program? 				

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CSF14 The LEA enrolls students voluntarily in the Cal-SAFE program on an open-entry and open-exit basis. (EC 54745[c][2])	LEA <ul style="list-style-type: none"> • Review enrollment records. • Review written enrollment policies. • Interview program and school staff. ASK: Are students enrolled in this program voluntarily? What is the procedure for enrolling a student in the program at any time other than the beginning of the semester? • Interview students. ASK: When and why did you enroll in the Cal-SAFE program? 	<ul style="list-style-type: none"> • Written enrollment policies for the Cal-SAFE program allow voluntary participation and open entry and open exit. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CSF15 The LEA makes maximum use of the available programs and facilities to serve expectant and parenting students and their children.</p> <p>(EC 54745[c][6])</p>	<p>LEA</p> <ul style="list-style-type: none"> • Observe facilities that are used for Cal-SAFE program activities. • Review student assessment and referral forms to identify access to and coordination with other school programs. • Review budgets and expenditure reports to determine that Cal-SAFE funding does not supplant funding for academic and support services provided by other programs. • Interview LEA staff. <p><i>ASK:</i></p> <p>How do you ensure that the Cal-SAFE-funded students receive the academic curriculum supported by the district's general fund or the academic revenue limit?</p> <p>How do you ensure communication between school programs so that students receive coordinated services?</p> <p>How and on what basis are decisions made to apply Cal-SAFE student support service funding to meet the needs of eligible students?</p> <p>How do Cal-SAFE funds provide only for those needs not met by district and other funds for Cal-SAFE students eligible for such services?</p>	<ul style="list-style-type: none"> • The students' academic program is supported through revenue limit expenditures for personnel, materials, equipment, evaluation, planning, staff development, and parental and community involvement. • All adults, both school district and Cal-SAFE staff members working with Cal-SAFE students, coordinate their services by communicating effectively with one another. Formal and informal planning and communication mechanisms that promote coordination are in place. • Fiscal records support the maximum use of available resources (such as TUPE, Title I, ESL, Special Education, Transportation, Vocational Education, Dropout Prevention, AVID, Health Services, etc.) to provide services for Cal-SAFE students and children. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CSF16 The LEA makes maximum utilization of its local school food service program.</p> <p>(EC 54745[c][8])</p>	<p>LEA</p> <ul style="list-style-type: none"> • Review documentation of the food program for the child care and development component of Cal-SAFE. • Review records for the meal supplement served to pregnant and lactating students. 	<ul style="list-style-type: none"> • Records reveal evidence of Cal-SAFE program efforts to work with the school food service program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CSF16 (Continued)	<ul style="list-style-type: none"> Interview the program coordinator and the child care staff. <p>ASK:</p> <p>How is food provided for the infants, toddlers, and preschoolers at the child care center?</p> <p>How is the food supplement provided to pregnant and lactating Cal-SAFE students?</p> <p>Is a reimbursement claimed through the Child Care Food Program or National School Lunch program?</p> <p>Are there barriers to working with the school food service program?</p>				
VI-CSF17 The LEA maintains an annual program budget and expenditure report to document that funds are expended in a manner consistent with statute. (EC 54745[c][12])	<p>LEA</p> <p>.....</p> <ul style="list-style-type: none"> Review the local Cal-SAFE program budget and expenditure reports. 	<ul style="list-style-type: none"> Funding generated for student support is used for allowable expenditures. Funding generated by child days of enrollment in the child care and development component are used for child care expenses. Funding generated by nonconverting county offices of education supports the academic program, support services, and child care. Funding generated by county office of education self-contained classrooms is used for the academic program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CSF18 The LEA maintains funds allocated for student support services and child care and development services in separate accounts. (EC 54749[b], [c], and [d])	<p>LEA</p> <p>.....</p> <ul style="list-style-type: none"> Review the local Cal-SAFE program budget and expenditure reports. 	<ul style="list-style-type: none"> Funding is maintained in separate accounts. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CSF19 The LEA does not impose fees on enrolled students or their families for the services provided through the Cal-SAFE program.</p> <p>EC 54745[c][13])</p>	<p>LEA</p> <ul style="list-style-type: none"> Review local policies and procedures, parent and/or student handbooks, and similar documents to determine that school-age families are not charged fees for services provided. 	<ul style="list-style-type: none"> All Cal-SAFE services are provided without fees. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CSF20 Each site has a current license issued by the authorized licensing agency or is exempt from licensure. Sites that are exempt meet current health and safety standards.</p> <p>(EC 54746 [c)][5])</p>	<p>LEA</p> <ul style="list-style-type: none"> Examine the license for each licensed site and home that the agency uses for subsidized care. Review enrollment documents to determine the site's exempt status as a school parenting program. Observe exempt facility for compliance with Title 22 health and safety standards. 	<ul style="list-style-type: none"> A current license has been issued to the agency and site address or to the family child care home provider and home address. The exemption letter issued by the Department of Social Services (DSS), Community Care Licensing (CCL) Division, is on file; or there is evidence that the site is exempt, such as the following: <ul style="list-style-type: none"> Site is exempt if the child care and development program is operated as a school parenting program and serves only the children of school-age or adult education students. Sites that are exempt from licensure meet health and safety standards of the <i>California Code of Regulations</i>, Title 22, Division 12, Chapter 1, Section 101220.1 ff and Chapter 2, Section 101419.2 ff. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CalServe

(National and Community Service Trust Act of 1993)

Program Goal

To establish policies and provide opportunities for school-age youths to engage in high-quality service-learning activities (at least one in each grade span K–5, 6–8, and 9–12) that meet the educational, public safety, human, or environmental needs of California’s communities. These activities will help students achieve the district curriculum content and performance standards and expand their sense of civic responsibility.

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

Title 20 *U.S. Code* Section 1221e-3 and Section 2831 (20 USC 1221-e, 2831); 42 USC 701, 702, 12521, 12525, 12530, 12637; 45 CFR (*Code of Federal Regulations*) 2516.830, 2516.840; *Special Provisions for Learn and Serve America* (p. 5), Single Audit Act of 1984, OMB Circular A-133

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency’s priorities and goals for student success

CalServe (National and Community Service Trust Act of 1993)

Program Goal: To establish policies and provide opportunities for school-age youths to engage in high-quality service-learning activities (at least one in each grade span K–5, 6–8, and 9–12) that meet the educational, public safety, human, or environmental needs of California’s communities. These activities will help students achieve the district curriculum content and performance standards and expand their sense of civic responsibility.

<div style="display: flex; align-items: center;"> <div style="background-color: black; color: white; padding: 10px; font-size: 2em; margin-right: 10px;">I</div> <div> Standards, Assessment, and Accountability To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness </div> </div>			
<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<div style="text-align: center;"><i>Status</i></div> <div style="display: flex; justify-content: space-around;"> <i>C</i> <i>NC</i> <i>N/A</i> </div>
<p>I-CS1 The funded partnership (district) is implementing a school-based service-learning program. (42 USC 12521[a][1])</p> <p>Service learning, as defined in the National and Community Service Trust Act, is a method whereby students or participants learn and develop through active participation in thoughtfully organized service that:</p> <p>(i) Is conducted in and meets the needs of the community;</p> <p>(ii) Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and with the community;</p> <p>(iii) Helps foster civic responsibility;</p> <p>(iv) Is integrated into and enhances the academic curriculum of the students or the educational components of the community service program in which the participants are enrolled; and</p> <p>(v) Provides structured time for the students or participants to reflect on the service experience. (42 USC 12511[23])</p>	<p>District</p> <ul style="list-style-type: none"> Review the school service-learning policy or plan to develop a policy. Also identify how the five elements of the law are being used to ensure program quality. Interview the district curriculum and instruction administration. <p>Site</p> <ul style="list-style-type: none"> Review samples of student work. Interview teachers and community partners. 	<ul style="list-style-type: none"> District-established plans or policies to support the integration of service-learning into the core curriculum are on file. The five elements of the law are used as a framework to develop and implement service-learning activities. Samples of student work and other evidence indicate that opportunities for students to learn the district content standards and civic responsibility are occurring through the service-learning activities. 	<div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>I-CS2 The funded partnership (school district) is implementing the service-learning program design described in its approved application, including, but not limited to, the number and type of participants targeted in the application, the service-learning activities in the core curriculum, professional development activities, assessment and evaluation of program cost effectiveness, and the management structure, unless otherwise approved by CalServe.</p>	<p>District </p> <ul style="list-style-type: none"> • Review the CalServe application, current evaluation plan, past evaluation reports, and other documentation. • Interview CalServe Advisory Committee members and the evaluation team. 	<ul style="list-style-type: none"> • The district is implementing the plan described in its approved CalServe application. • The district has designed and implemented an evaluation plan (on file) for service-learning that is consistent with the CalServe “Local Evaluation Guidelines.” • The district has submitted the prior years’ evaluations on time. • Quarterly reports, federal data forms, and other information have been submitted in a timely fashion. 			
<p>I-CS2a The funded partnership (school district) devises appropriate methods for research and evaluation of impacts on student learning to include academic and civic responsibility results. The impact of service-learning on teachers, schools, and the community is also evaluated.</p>	See above.	See above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-CS2b Required reports have been submitted to CDE accurately and in a timely fashion. (42 USC 12521[a][1][D]; 45 CFR 2516.830, 2516.840; <i>Special Provisions for Learn and Serve America</i> [p. 5])</p>	See above.	See above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II

Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-CS3 The funded partnership (school district) has integrated service-learning into the core curriculum, and service-learning is based on developmentally appropriate learning. (42 USC 12521[a][I][B])	District <ul style="list-style-type: none"> • Review district courses of study to ensure they include the five elements of the law (see I-CS1). • Interview the district curriculum and instruction administration and categorical program administration. 	<ul style="list-style-type: none"> • The course of study and curriculum are designed to provide all students with at least one opportunity in each grade span (K–6, 7–8, 9–12) to learn the district’s content and performance standards through service-learning activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Site <ul style="list-style-type: none"> • Review the course curriculum. • Interview teachers and the administration. 	<ul style="list-style-type: none"> • Each participating student is provided with developmentally appropriate service-learning activities. • Each participating student is provided with structured opportunities to reflect on the service and learning components of their activities. • Service-learning activities are being coordinated with other districtwide curriculum reform efforts and initiatives, such as school-to-career, reading, after-school, Title I, and so forth. 			

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-CS4 The state or subgrantee shall directly administer or supervise the administration of each school–community partnership (CalServe-funded county, district, school). (20 USC 1221e-3[a][1], 2831[a])	District and Site <ul style="list-style-type: none"> • Review the résumés and duty statements of the program leadership and the district and site plans for service-learning activities. • Interview the district and site administration, partnership coordinator, and school-site personnel. <ul style="list-style-type: none"> • The district and community partners provide program oversight to ensure the successful achievement of the goals and objectives described in the grant application. • The résumés or duty statements of the service-learning coordinator and the other key personnel associated with the partnership are on file. • The school-site plans for service-learning activities support the successful integration of service-learning into the core curriculum and ensure the coordination of staff support for multifunded students. • As described in the county’s or district’s application for funding, a plan for sustaining service-learning after CalServe funds are no longer available is being implemented. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-CS5 The funded partnership provides professional development for teachers, administrators, and personnel from community-based agencies (particularly on the use of participants) and is conducted by qualified individuals or organizations that have experience with service-learning. (42 USC 12521[a][1][A])	District and Site <ul style="list-style-type: none"> • Review the district and school-site professional development needs assessment process, training plans, and outreach materials. • Review the evaluation results from prior trainings and the résumés (credentials) of training providers. <ul style="list-style-type: none"> • A comprehensive plan (on file) for professional development has been designed and is being implemented. • The plan shows evidence of how professional development in service-learning has been integrated into the district’s training priority areas (e.g., reading, math, school-to-career). • A professional development needs assessment has been conducted at the school and district levels. Samples of student work are analyzed to determine professional development needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
IV-CS5 (Continued)		<ul style="list-style-type: none"> Professional development outreach information is targeted to include students, teachers, parents, administrators, and community partners. Résumés (credentials) of experienced consultants conducting trainings are on file. Evaluation surveys and the analyses of surveys for professional development and professional growth opportunities are on file. 			

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
V-CS6 The funded partnership has established and is implementing a local partnership that includes the effective participation of all the partners. (42 USC 12521[a][1][C])	District <ul style="list-style-type: none"> Review advisory committee minutes and documentation. Interview school–community advisory committee members. 	<ul style="list-style-type: none"> A membership roster lists the members of a school–community advisory committee established to oversee the design and implementation of service-learning activities. The advisory committee membership reflects the community constituency and includes a wide cross section of community members, students, parents, and representatives from organizations such as government agencies; public or private, nonprofit organizations; institutions of higher education; county offices of education; other collaborating school districts; private schools; and private, for-profit businesses. Notes from advisory committee meetings (or other documentation) describe the involvement of all stakeholders in goal setting and decision making. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-CS7 The funded partnership establishes effective outreach and disseminates information to ensure the broadest possible involvement of community-based agencies with demonstrated effectiveness in working with school-age youths in their communities. (42 USC 12521[a][1][E])	District • Review outreach materials.	• Materials about the partnership and service-learning activities are disseminated to the community through letters of invitation, fliers, and mailing lists. The Learn and Serve America logo appears on promotional materials developed by the partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII	Funding To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success
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Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VII-CS8 The funded partnership establishes expenditure procedures in accord with all applicable state and federal statutes, regulations, and the signed assurances agreed to in the application. (42 USC 12525[b][1][A])	District • Review the district accounting budget and expenditure reports and the results of the district audit.	• District and partnership accounting printouts indicate that the expenditure of matching funds and resources is consistent with memoranda of understanding that were submitted in the original and renewal grant applications.			
VII-CS8a There is a 5 percent limitation on indirect costs (2.5 percent CDE, 2.5 percent LEA). (42 USC 12530[a][1])	See above.	• District accounting printouts indicate a maximum 2.5 percent indirect cost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII-CS8b All programs receiving grants under this title shall be subject to the drug-free workplace requirements. (41 USC 701, 702)	• Review the district's policy to determine whether drug-free workplace requirements are included.	• A policy against drugs in the workplace and evidence that drug-free workplace requirements are enforced are on file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
VII-CS8c The program does not duplicate, nor is it in addition to, an activity otherwise available in the locality of the program. (42 USC 12637[a][1])	<ul style="list-style-type: none"> • Review other program funding sources to verify nonduplication of funding. 	<ul style="list-style-type: none"> • Funds provided from this grant do not supplant funds from other available sources. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII-CS8d The annual single financial and compliance audit has been conducted (or is planned to be conducted). (Single Audit Act of 1984, OMB Circular A-133)	<ul style="list-style-type: none"> • Review audit for any noncompliance issue related to CalServe. 	<ul style="list-style-type: none"> • District audit records are on file and are complete. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career/Technical Education and Civil Rights

Program Goals

To improve career/technical education programs in California so as to increase the number and quality of career options for students enrolled in those programs

To ensure equal access, full participation, and nondiscrimination in high-quality educational programs and in employment practices for all individuals regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability.

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

(20 USC 2342[c][8][C], 2354[b][3][A, B, C], 2354[b][4–10], 2355[b][4–7], 2371[2], 2373[c], 2391[a]; 42 USC 12101 et seq; 28 CFR 35.101 et seq; 34 CFR 80.32[d], 100 et seq., 100.3, 100.3[b][iv–vii], 100.4, 100.13[c], 100.31[b], 104.7[a], 104.8[a], 104.10, 104.13, 104.14, 104.22[a, c], 104.34[a–d], 104.37[b], 104.43[a], 106.3[c][3], 106.8[a], 106.9[a], 106.33, 106.36[b], 106.38, 106.53[a], 106.54[a, b], 106.57, 106.58, 106.60, 403.194[a]; 5 CCR 10070, 10071, 10072, 10073, 10075; 5 CCR 4800, et seq.; EC 8070, 46144, 46300[b], 51766.3)

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

Key Dimension

VI. Governance and Administration To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Career/Technical Education and Civil Rights

Program Goals: To improve career/technical education programs in California so as to increase the number and quality of career options for students enrolled in those programs

To ensure equal access, full participation, and nondiscrimination in high-quality educational programs and in employment practices for all individuals regardless of race, color, gender, national origin, ethnic group identification, ancestry, religion, sexual orientation, mental disability, or physical disability

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE1 Career/technical education programs assisted with funds under Title IC (sections 131 and 132, Postsecondary) of the Perkins Act are reviewed annually, with the full and informed participation of members of the special populations*, to evaluate the progress of members of special populations in career/technical education programs.</p> <p>(20 USC 2354[b][3][C], 2354[b][4], 2354[b][6], 2355[b][5]; EC 200, et seq.; 5 CCR 4900, et seq.)</p> <p>* <i>Special populations</i> is a term that means: (a) individuals with disabilities; (b) individuals from economically disadvantaged families, including foster children; (c) individuals preparing for nontraditional training and employment; (d) single parents, including single pregnant women; (e) displaced homemakers; and (f) individuals with other barriers to educational achievement, including individuals with limited English proficiency.</p>	<p>District</p> <ul style="list-style-type: none"> • Check the list of review team members to ensure that each of the special populations is represented. • Review the annual written reports, minutes of meetings, and/or other documents that are based on data in the CDE form 101-E-1 (regarding career/technical education program completion and high school completion results) and in the CDE form 101-E-2 (regarding career/technical education placement statistics). • Check the annual report and other resources for information or analysis of placement outcomes for students who complete the program. <p><i>ASK:</i></p> <p>How well do special population students do in the career/technical education classes in which they are enrolled?</p> <p>Do career/technical education classes meet the objectives of special population students enrolled in those classes?</p> <p>What happens to students after they complete school?</p> <p>How are those accomplishments reported?</p>	<ul style="list-style-type: none"> • The written results of the annual evaluation of the progress of special population students enrolled in career/technical education classes and programs should be on file for the last four school years. • The written report should reflect the opinions of informed representatives of students from special populations (e.g., special education, English learners, students at risk, nontraditional gender enrollees, racial and ethnic groups) enrolled in career/technical education programs. • The report must verify that an annual evaluation was conducted. • The progress of enrolled students from each of the special population groups should be represented in the progress report. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE2 An annual review is conducted to ensure that career/technical education programs, assisted under the Perkins Act, do provide career/technical education students with strong experience in and understanding of all aspects of the industry* the students are preparing to enter.</p> <p>(20 USC 2354[b][3][A],[B], [C])</p> <p><i>*All aspects of the industry</i> is a term that refers to planning, management, financing, technical and production skills, underlying principles of technology, labor issues, and health and safety related to that industry.</p> <p>(20 USC 2471[2])</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review the curricula of targeted programs. • Interview the teachers in the targeted programs to determine where (in the curriculum) instruction on “all aspects of the industry” is provided. <p>ASK:</p> <p>Where is instruction provided on all aspects of the industry?</p> <p>How is instruction on all aspects of the industry provided?</p> <p>Is instruction evaluated for effectiveness?</p>	<ul style="list-style-type: none"> • Provide a report that summarizes where (i.e., in which courses) all aspects of the industry are taught in the career/technical education program. This information may be derived from a survey of teachers involved in the program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE3 Career/technical education instructional programs supported by Perkins Act funds are organized into coherent sequences of courses that integrate career/technical and academic education so that students will achieve both academic and occupational competence.</p> <p>(20 USC 2354[b][3][A])</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review the approved application to verify assisted programs. • Verify the existence of sequential course structures for each targeted program. • Check the master schedule to determine whether courses cited in the application are actually offered. <p>ASK:</p> <p>How do your professional development and school restructuring efforts serve to integrate career/technical and academic education?</p> • Talk to career/technical education and academic teachers in funded programs identified as being integrated.	<ul style="list-style-type: none"> • There is an established sequence of courses for each career/technical education program supported by Perkins Act funds. The sequence may include high school, Regional Occupational Program (ROP), and postsecondary courses or adult school, Regional Occupational Center/Program (ROC/P), and community college courses. • The following evidence of integration is readily available: <ul style="list-style-type: none"> — Master schedule showing sequences of courses that include career/technical education and academic course requirements — Records of the participation of academic and career/technical education teachers in career/technical education in-service activities — Rewritten course outlines showing the integration of career/technical and academic education 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE4 The LEA receiving funds under Section 135 of the Act shall support career and technical education programs that initiate, improve, expand, and modernize quality career and technical education programs by providing services that are of sufficient size, scope, and quality to be effective.</p> <p>(20 USC 2355[b][6], 2355[b] [7])</p>	<p>District</p> <ul style="list-style-type: none"> • Review the LEA’s approved plan for Section 135 of the Act. • Verify the LEA’s implementation of its approved plan for complying with Section 135(b) 6, 7 of the Act. • Interview the program director(s) and teachers regarding what was done to <i>initiate, expand, and modernize</i> career and technical education. • Interview the program director(s) and teachers regarding which services were provided. <p><i>ASK:</i></p> <p>Were those services sufficient in size, scope, and quality to be effective in meeting the needs of students?</p> <p>What evidence does the LEA provide to document program effectiveness?</p>	<ul style="list-style-type: none"> • The application should outline a plan to <i>initiate, expand, and modernize</i> career and technical education. The plan should describe details about the services the district will provide and contain an objective statement about the purpose (intended result) of those services. • The district’s plan for services should also include a strategy for discovering whether the intended services meet the needs of students served by the programs. • The district should document the relative effectiveness of its career and technical education services by using hard data gathered during the conduct of its program services. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Work Experience Education (WEE)</p> <p>VI-CTE5 The enrolled students are at least sixteen years of age or in grade eleven (except those in exploratory work experience).</p> <p>Note: Exceptions to the age rule may be made by the principal, or WEE may be identified on the IEP.</p> <p>(EC 51760.3; 5 CCR 100.71[c])</p>	<p>Site</p> <ul style="list-style-type: none"> • Review a small sample of applications for the work permit (form B1-1). • Review the principal’s recommendation. • Interview the WEE coordinator. <p><i>ASK:</i></p> <p>How many letters of exception have been issued in the past year by the principal?</p>	<ul style="list-style-type: none"> • Attach a copy of the procedure for granting school credit for WEE to the district plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CTE6 The minimum day for WEE students is at least four periods, with a total of at least 180 minutes in duration, except for continuation school students. (EC 46144)	Site <ul style="list-style-type: none"> Review the class schedules of a small sample of students enrolled in WEE. 	<ul style="list-style-type: none"> Make sure that WEE students, except for continuation school students, attend four periods (or the logical equivalent of four periods) for a total of at least 180 minutes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE7 Each WEE student receives a minimum of the equivalent of one instructional period per week of classroom instruction/ counseling offered intermittently during the semester by a certificated employee. (EC 51760.3[b])	Site <ul style="list-style-type: none"> Review the class schedule for periods of related instruction. Interview the WEE coordinator. ASK: How often are related classes conducted? Are any students required to attend the related class during the noon hour?	<ul style="list-style-type: none"> Attendance in a related class is recorded in the WEE coordinator's roll book. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE8 The school district grants no more than 40 semester credits of WEE, of which not more than ten credits are conferred in any one semester. (EC 51760.3)	District <ul style="list-style-type: none"> Review the district policy for granting WEE credit. Review student records at school site(s). 	<ul style="list-style-type: none"> The district policy contains a statement that no more than 40 semester credits may be granted to a student and no more than ten credits may be granted in one semester. Student records reflect the limit on WEE credits. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE9 The student-to-WEE coordinator ratio does not exceed 125 students to one full-time-equivalent coordinator (<i>pro rata</i>) for regular school-year programs. (EC 46300[b][2])	District and Site <ul style="list-style-type: none"> Review WEE enrollment records. Compare total enrollment to that of the full-time-equivalent work experience coordinators. Examine the WEE coordinator's roll book for the number of students enrolled on October 15, December 15, and February 15. 	<ul style="list-style-type: none"> WEE enrollment records are complete. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE10 The WEE teacher-coordinator(s) should possess a valid secondary-level credential and two years of occupational experience outside the field of education and be knowledgeable about WEE's educational purpose, standards, laws, rules, and regulations.</p> <p>(5 CCR 10075)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview the career/technical education administrator. <p><i>ASK:</i></p> <p>What type and duration of occupational experience qualified the work experience coordinator for the position?</p> <p>Do you have a photocopy of the coordinator's valid secondary-level credential and a résumé showing two years of occupational experience outside the field of education?</p>	<ul style="list-style-type: none"> The WEE coordinator holds a valid California secondary-level credential and has the equivalent of two calendar years of verifiable work experience outside the field of education. This information is included in the documentation folder. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE11 Individual student records for participants enrolled in WEE include all of the following:</p> <ol style="list-style-type: none"> 1. Type of WEE in which the student is enrolled, where the student is employed, and the type of job held 2. Applicable work permit issued (not required for Exploratory WEE) 3. Employer's report of student's hourly work record and performance on the job 4. Report of employer consultation 5. Ratings of the student, including his or her grade 6. Formal training agreement for the student that describes the responsibilities of the student, employer, parent, and schools 7. Nondiscrimination statement on every training agreement (Title VI) 8. Individual training plan for the student <p>(5 CCR 10070, 10071, 10073) (See also District Plan Assurances for Work Experience Education)</p>	<p>District or Site</p> <p>.....</p> <ul style="list-style-type: none"> Review WEE student records. 	<ul style="list-style-type: none"> Type of work permit issued is recorded on the Request for Work Permit (form B1-1). Employer attendance reports are available, minimum wage requirements are being met, and performance evaluations have been submitted. Evidence exists of a minimum of two contacts per semester with each employer (one for summer school). Grades are recorded in the WEE coordinator's roll book. The training agreement is signed by the student, employer, and student's parents. The training agreement contains a nondiscrimination clause. The individual training plan for each student is on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE12 The LEA provides equitable participation of “special population” students to a full range of career/technical education programs and services through affirmative outreach, recruitment, enrollment, and placement activities.</p> <p>(20 USC 2354[b][7][A], [8])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Interview the career/technical education director and career/technical education counselor. <p>ASK:</p> <p>How are career/technical education services being provided?</p> <p>Who provides these services?</p> <p>How were assessments conducted?</p> <p>Is equal access reflected in data on CDE form 101-E-1?</p>	<ul style="list-style-type: none"> Assessment is conducted, and placement services are provided to students with disabilities, disadvantaged students, and English learner (EL) career/technical education students. Notices to parents and students explain how assessment is conducted. Information is presented in a language the parents and students can understand. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE13 Students with special needs receive reasonable accommodation to enter career/technical education programs.</p> <p>1. Students with disabilities receive reasonable accommodation in fulfilling the transitional service requirements of the Individuals with Disabilities Education Act (IDEA) and Education of the Handicapped Act (EHA).</p> <p>(20 USC 2355[b][5][7])</p> <p>2. Special needs of students are assessed for students’ successful completion of career/technical education programs in the most integrated setting possible.</p> <p>(20 USC 2342[c][8][C], 2354[b][7][A], [B], 2355[b][5])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Interview the career/technical education director and career/technical counselor or special populations coordinator. <p>ASK:</p> <p>How is reasonable accommodation being provided?</p> <p>Who provides these services?</p> <ul style="list-style-type: none"> Review information sent to parents and students concerning career/technical education opportunities and requirements. Review the district’s plan and verify implementation. Review the district’s CDE forms 101-E-1 and 101-E-2 for recruitment, completion, and placement results. 	<ul style="list-style-type: none"> Assessment is conducted, and placement services are provided to students with disabilities, disadvantaged students, and EL career/technical education students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE14 Male and female students are recruited, enrolled, retained, or placed in career/technical education programs that are nontraditional* for their gender.</p> <p>(20 USC 2302[17], 2354[b][9])</p> <p>*The term <i>nontraditional training and employment</i> means occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, in which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work.</p> <p>Definition from U.S. Department of Labor Statistics</p>	<p>District</p> <ul style="list-style-type: none"> Review the district's career/technical education programs to determine those with sex bias. (These programs should be identified in the targeting information provided in the District Plan for Career/Technical Education.) Review the district's CDE form 101-E-1. Interview the district's career/technical education administrator. <p>ASK:</p> <p>What recruitment practices do you use to attract nontraditional enrollees?</p>	<ul style="list-style-type: none"> Evidence of efforts to recruit, enroll, retain, and place special students in nontraditional courses and programs at school site(s) is included in the documentation folder. The efforts go beyond the ordinary announcements of a course of study being open to both female and male students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE15 All sites of career/technical education programs are readily and equally accessible to both nonminority and minority populations</p> <p>(34 CFR 100.3)</p>	<p>District</p> <ul style="list-style-type: none"> Review ratios of ethnic minority students to total numbers of students in the district and compare them with ratios of ethnic minority students in career/technical education programs and sites (see CDE forms 101-E-1 and 101-E-2). 	<ul style="list-style-type: none"> The ratios are approximately the same districtwide as they are in the career/technical education programs and site. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE16 There are no architectural or equipment barriers that might deny access to career/technical education programs to students with disabilities.</p> <p>(42 USC 12101 et seq.; 34 CFR 104.22[a])</p>	<p>Site</p> <ul style="list-style-type: none"> Observe the physical layout of the site, including the equipment to be used by students with disabilities. Observe whether physical equipment or related barriers keep the student from entering the facility where the course is offered; equipment to be used by the student with a disability has been modified. There are clearly marked parking spaces for the disabled nearby. 	<ul style="list-style-type: none"> The career/technical education classes are accessible to all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CTE17 The school district provides instructional aides to assist students with disabilities. (34 CFR 104.34[a])	Site <ul style="list-style-type: none"> • Interview instructional aides who work with students with disabilities. • Review the aide's duty statements. • Review a few IEPs for special education students in career/technical education classes. 	<ul style="list-style-type: none"> • Aides are available and assigned adequate time to assist students with disabilities when needed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE18 Counseling materials, activities, and promotional and recruitment efforts for career/technical education programs and apprenticeship are free of discrimination based on race, color, gender, national origin, ethnic group identification, ancestry, religion, sexual orientation, mental disability, or physical disability. (34 CFR 104.43[a], 106.36[b]; Title 5 CCR 4900, et seq.)	Site <ul style="list-style-type: none"> • Review counseling materials, including career center materials, and testing materials. • Interview counselors and ask them how they encourage various students to enroll in certain career/technical education programs. ASK: How do you ensure that materials are free of discriminatory statements?	<ul style="list-style-type: none"> • Career center and counseling materials contain no phrases, statements, or words that would discourage certain students from participating in career/technical education programs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE19 Promotional materials are available in the EL students' primary language. (34 CFR Part 100, Appendix B, IV[O])	District and Site <ul style="list-style-type: none"> • Review promotional materials to determine whether translation into other languages was considered. 	<ul style="list-style-type: none"> • Promotional materials are available in both English and EL students' primary languages. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE20 Students with disabilities are mainstreamed into the regular career/technical education program whenever possible. [Previously, Item VCR16] (34 CFR 104.34[a–d])	Site <ul style="list-style-type: none"> • Review the IEP to determine whether career/technical education staff was consulted. • Interview counselors. ASK: Are there disabilities that keep students from being placed in the regular career/technical education programs? Are there reasonable accommodations which, if provided would allow these students to be	<ul style="list-style-type: none"> • Students with disabilities are being placed in the regular career/technical education program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CTE20 (Continued)	placed in regular career/technical education programs?				
VI-CTE21 Information disseminated to notify students of opportunities for financial assistance is free of discriminatory language and is communicated in English and in the primary language of the national origin of the communities served by the district. (34 CFR 100 et seq.)	District <ul style="list-style-type: none"> • Review informational materials concerning financial assistance. • Interview the administrator. <i>ASK:</i> Are there any foreign-language communities served by the district? How is financial assistance information disseminated? To whom is it disseminated? 	<ul style="list-style-type: none"> • Disseminated information is free of discriminatory language. • Disseminated information is printed in English and in the primary language of the community served. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE22 Changing rooms, showers, and other facilities for students of one sex are comparable to those provided for the other sex. (34 CFR 106.33)	Site <ul style="list-style-type: none"> • Inspect the facilities when they are empty. • Interview coaches and shop teachers. <i>ASK:</i> Are comparable facilities provided for students of each sex? If so, how are they provided? Are access to and use of the facilities comparable for each sex? 	<ul style="list-style-type: none"> • Facilities for students of one sex are separate but comparable to facilities for students of the other sex. • Students of one sex use the same facility at a time different from that used by students of the other sex. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE23 Opportunities are available to students in work study, work experience, cooperative education, job placement, and apprenticeship programs regardless of students' sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100.3[b][vi], 104.37[b], 106.38; 5 CCR 4900, et seq.)	District and Site <ul style="list-style-type: none"> • Interview district administrators; site administrators; and work experience, community classroom, and cooperative career/technical education coordinators. 	<ul style="list-style-type: none"> • There are no barriers to participation in community-based programs because of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE24 Students participating in community-based programs are not discriminated against by employers or prospective employers on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability.</p> <p>(34 CFR 100, et seq.)</p>	<p>District or Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview participating students. <p>ASK:</p> <p>Are students treated the same regardless of their sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability?</p> <p>Are there complaints of discrimination or harassment? If yes, were the complaints handled and processed in accord with district policy? Were all the complaints resolved?</p> <p>If discrimination or harassment was found to have occurred, what action was taken to correct the violation and prevent a reoccurrence?</p>	<ul style="list-style-type: none"> There are no complaints of discrimination or harassment on file. Complaints of discrimination or harassment have been investigated and resolved. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE25 The LEA has a written assurance from each employer that students will be accepted and assigned jobs without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability.</p> <p>(34 CFR 100.3, 100.4)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview the work experience education coordinator, cooperative coordinator, or community classroom coordinator. <p>ASK:</p> <p>Are there copies of the training agreement available? If so, review the agreement.</p>	<ul style="list-style-type: none"> A clause above the space for the employer's signature on the training agreement states that the employer will not discriminate on the basis of race, color, gender, national origin, ethnic group identification, ancestry, religion, sexual orientation, mental disability, or physical disability. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE26 The LEA has not entered into any agreements for the provision or support of apprenticeship training with a union or other sponsor that discriminates on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability.</p> <p>(34 CFR 100.3)</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Interview the career/technical education coordinator. <p>ASK:</p> <p>Are there any apprenticeship agreements? If so, do they include a nondiscrimination clause?</p> <p>Have there been any complaints about an apprenticeship program discriminating against</p>	<ul style="list-style-type: none"> Agreements contain a nondiscrimination clause. Apprenticeship agreements contain a nondiscrimination clause. Complaints of discrimination or harassment have been investigated and resolved. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CTE26 (Continued)	students on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability? If so, how was the complaint handled?				
VI-CTE27 All career/technical education programs include professional development for teachers, counselors, and administrators in state-of-the-art career and technical education programs and techniques; effective teaching skills and practices; successful student completion of programs; and placement of students in appropriate employment. (20 USC 2354[b][10], 2355[b][4])	District <ul style="list-style-type: none"> • Interview the career/technical education director and Tech-Prep teachers and counselors. 	<ul style="list-style-type: none"> • The career and technical education professional development plan is included in the district's comprehensive professional development plan; the district's plan includes training elements for teachers, counselors, and administrators that correspond to the training described in the district's approved Perkins III application. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE28 Career/technical education counselors are knowledgeable about apprenticeship programs and are trained in counseling students about nontraditional apprenticeship programs.	Site <ul style="list-style-type: none"> • Look at class lists of apprenticeship programs. • Interview counselors. ASK: What is the background and training of the counselors?	<ul style="list-style-type: none"> • Females are substantially represented in typically male-dominated apprenticeship programs and vice versa. • The district makes a serious and conspicuous effort to recruit females into male-dominated programs and to recruit males into female-dominated programs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE29 The governing board of each school district participating in a career/technical education program shall appoint a career/technical advisory committee to develop recommendations on the program and to provide a liaison between the district and potential employers. The district's career/technical advisory committee is composed of one or more representatives of the general	District <ul style="list-style-type: none"> • Review the advisory committee membership list. • Review the minutes of the advisory committee meetings. ASK: Does the membership of the advisory committee meet legal requirements?	<ul style="list-style-type: none"> • The required areas are represented by the membership of the career/technical advisory committee. (Any member may represent more than one area.) • Verification exists that the membership of the advisory committee meets the legal requirements. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CTE29 (Continued) public knowledgeable about disadvantaged students; teachers; business; industry; school administration; and the field office of the California Employment Development Department. (EC 8070)					
VI-CTE30 The LEA does not deny any person the opportunity to participate as a member of planning or advisory committees on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100.3[b][1][vii], 104.10, 106.58; 5 CCR 4900, et seq.)	District <ul style="list-style-type: none"> • Review the membership of the LEA's planning and advisory committees. 	<ul style="list-style-type: none"> • There is adequate representation on the committees by race, color, gender, national origin, ethnic group identification, ancestry, religion, sexual orientation, mental disability, or physical disability comparable to the percentage of these categories in the community population. • There are legitimate reasons for any disparities in representation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE31 The district maintains an inventory record for each piece of equipment purchased with federal funds that has an acquisition cost of \$500 or more per unit. The record describes the acquisition by type, model, serial number, funding sources, acquisition date, cost, location, and current condition. The records show, when appropriate, the transfer, replacement, or disposition of equipment that is obsolete or unusable. (34 CFR 80.32[d][i])	District <ul style="list-style-type: none"> • Review career/technical (vocational) education equipment records. • Select equipment at random and record identification number(s) for verification of condition and location at the school site. • Interview the career/technical education administrator regarding inventory procedures. ASK: When was the last physical audit of equipment? Did you uncover items that were lost, stolen, misplaced, in need of repair, or improperly used? Were losses, damage, or theft investigated and documented?	<ul style="list-style-type: none"> • The funding source is listed as federal or nonfederal matching. • The record for the equipment shows an identification number. • The equipment selected for validation is in the location designated in the inventory. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CTE31 (Continued)	Site <ul style="list-style-type: none"> Look at equipment in three classrooms and compare with the inventory. 				
VI-CTE32 The school district has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. (34 CFR 80.32[d][2])	District <p>.....</p> <ul style="list-style-type: none"> Note the date on records of the most recent physical audit of equipment on file. Interview the career/technical education administrator. <p>ASK:</p> <p>When was the last physical audit of equipment conducted?</p> <p>Did you uncover items that were lost, stolen, misplaced, in need of repair, or being improperly used?</p> <p>Were losses, damage, or theft investigated and documented?</p>	<ul style="list-style-type: none"> Records of losses or damage of equipment are on file. The police report of equipment that was stolen is on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE33 Tech-Prep Education programs supported by funds under Title I of the Perkins Act include all the following items: <ol style="list-style-type: none"> Written articulation agreements among all participants in the consortium Consist of at least two years of secondary education preceding high school graduation and at least two years of higher education or an apprenticeship program leading to either an associate's degree or a postsecondary certificate in a specific career field Secondary and postsecondary participants who meet the state's academic standards In-service training for teachers Training programs for counselors 	District and Site <p>.....</p> <ul style="list-style-type: none"> Interview the district and site administrators. <p>ASK:</p> <p>Is the district participating in Tech-Prep with a community college?</p>	<ul style="list-style-type: none"> Articulation agreements are developed for each of the technical preparation programs receiving funds under Title III of the Perkins Act. There is a four-year Tech-Prep program for each targeted program. There is a plan for the program to meet the state's academic standards by using a variety of delivery options. There are appropriate in-service programs for teachers. There is a training program for counselors that enhances their capacity to provide cogent and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CTE31 (Continued) 6. Equal access to the full range of technical preparation programs to members of special populations 7. Preparatory services to assist participants (students) in Tech-Prep programs. (20 USC 2373[c])		coherent information to students regarding Tech-Prep programs, program completion requirements, employment opportunities, and appropriate job placement while keeping up to date with the needs, expectations, and methods of business in Tech-Prep fields of opportunity. <ul style="list-style-type: none"> There is an array of preparatory services in place to assist participants (students) enrolled in Tech-Prep programs. 			
VI-CTE34 The LEA has announced, at least annually, that a policy of nondiscrimination on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability is in effect. (34 CFR 104.8[a], 106.9[a]; 5 CCR 4900, et seq.)	District <ul style="list-style-type: none"> Review the minutes of board meetings and board policy for a statement issued to students, parents, employees, and the general public, prior to the beginning of each school year, that the district supports and adheres to a policy of nondiscrimination. <ul style="list-style-type: none"> Evidence exists that the nondiscrimination policy has been approved by the board and that it has been announced at least annually. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CTE35 The announcement of nondiscrimination includes the following: <ul style="list-style-type: none"> A brief summary of career/technical education program offerings with admission requirements, if any The name(s), address(es), and telephone number(s) of the person(s) designated to coordinate gender equity and nondiscrimination compliance activities (34 CFR 100.3, 104.7[a], 106.8[a]; 5 CCR 4900, et seq.)	District <ul style="list-style-type: none"> Review newspaper announcements, student and employee handbooks, handouts, and mailings to students and parents. <ul style="list-style-type: none"> A summary of programs is included in the announcement. Admission requirements, if any, are included. Required information about the Title IX and Section 504 coordinator(s) is included. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE36 The policy of nondiscrimination is announced and disseminated in the languages of the community or minority population when such groups reside within the service area and are English learners. When the announcement of nondiscrimination is disseminated in a foreign language, it includes the statement that the lack of English language skills will not be a barrier to admission and participation in career/technical education programs.</p> <p>(34 CFR 100.3[b][iv–vii])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review newspaper announcements, student handbooks, handouts, mailings, and translations. • Interview the district administrator. <p><i>ASK:</i></p> <p>Are there communities of English learners (EL) in the school-age and parent populations?</p> <p>How are EL students notified of the LEA's nondiscrimination policy?</p>	<ul style="list-style-type: none"> • If English learner populations reside in the community: <ul style="list-style-type: none"> — Announcements are published in the home languages of the EL groups. — If the notice is published in a language other than English, it includes the statement that the lack of English language skills will not be a barrier. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE37 The LEA does not discriminate against any employee or applicant for employment on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability.</p> <p>(34 CFR 100.3[c], 100.13[c], 106.53[a], 106.57, 106.60)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Examine written board policies about employment practices. • Interview staff members who are of a minority race or color, staff members who are foreign born, and staff members who are disabled. • Look at percentages of staff in these minority groups in relation to the total area population. 	<ul style="list-style-type: none"> • Written equal employment opportunity policies exist. • Staff members do not feel they are targets of discrimination. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE38 Salary scales are comparable for comparable work and licensure regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability.</p> <p>(34 CFR 100.3, 106.54[a][b]; 5 CCR 4900, et seq.)</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Interview the LEA personnel officer. <p><i>ASK:</i></p> <p>Are the union contracts of represented employees available for review?</p> <p>Is the board policy regarding salary scales of nonrepresented employees available for review?</p>	<ul style="list-style-type: none"> • Pay scales for all employees are uniform regardless of employees' race, color, gender, national origin, ethnic group identification, ancestry, religion, sexual orientation, mental disability, or physical disability and a written salary policy exists. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CTE39 Reasonable accommodations are made for teaching and administrative positions for qualified disabled applicants who can perform the essential functions of the position for which they apply.</p> <p>(42 USC 12101, et seq.; 28 CFR 35.101, et seq.; 34 CFR 104.13, 104.14)</p>	<p>District</p> <ul style="list-style-type: none"> Interview the personnel officer. <p>ASK:</p> <p>Does the LEA have employees with disabilities? If so, were accommodations necessary before these employees could perform their job duties? Have applicants with disabilities not been hired? If so, for what reasons?</p> <p>Were any applicants with disabilities not hired because accommodations would have to have been made? If so, would it have been unreasonable for the LEA to make the accommodations?</p> <p>Would making accommodations for a specific potential employee with a disability result in an undue hardship?</p>	<ul style="list-style-type: none"> Qualified applicants with disabilities were hired because the LEA made reasonable accommodations in order for them to do their jobs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE40 Any past discrimination in hiring and assignment of faculty has been corrected.</p> <p>(34 CFR 106.3[c][3])</p>	<p>District</p> <ul style="list-style-type: none"> Compare staff ratios of minority race, color, national origin, disability, and males to females in the LEA with those ratios in the community 	<ul style="list-style-type: none"> Ratios in the LEA are similar to those in the community. If there is an unfavorable disproportionality in these ratios or complaints of discrimination, activities have been initiated to correct the situation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CTE41 The LEA must use Perkins Act funds to supplement, and not supplant, funds originating from nonfederal sources. Funds made available under Title I of the Act may be used to pay the cost of career/technical education services required by an individualized education program developed to ensure equal access to career/technical education.</p> <p>(34 CFR 400.5, 403.196, 403.32[a][17]; 20 USC 239[a])</p>	<p>District or Site</p> <ul style="list-style-type: none"> Review LEA board policy and procedures regarding provisions of curricula and instructional supplies for base and supplemental programs. 	<ul style="list-style-type: none"> School board policies and procedures governing the supplemental nature of programs are adequate. Assurances of compliance with the Perkins Act are on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p>VI-CTE42 The LEA must use state and local funds to provide services in schools or sites receiving funds under the Perkins Act; the services, when taken as a whole, are at least comparable to those services being provided in schools or sites that are not receiving federal funds.</p> <p>(34 CFR 403.194 [a])</p>	<p>District or Site</p> <p>.....</p> <ul style="list-style-type: none"> Review LEA written board policy and procedures regarding equivalence for salary schedules and the provision of curriculum materials and instructional supplies. 	<ul style="list-style-type: none"> School board policies and procedures are adequate. The districtwide salary schedule is on file. Assurances of compliance with the Perkins Act are on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child Development

Program Goal

To provide an efficient and effective child care and development system, as determined by community needs, offering a full range of services in a safe, healthful, and nurturing environment

Note: This program instrument is used for monitoring program quality and compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

- *Code of Federal Regulations*, Title 45, Subtitle A-Department of Health and Human Services, 98-Child Care and Development Fund
- Child Care and Development Fund Plan for California 01-03
- California State Constitution, Article XVI, Section 5
- California *Education Code*, Title 1, Division 1, Part 6, Chapter 2; Child Care and Development Services Act, Articles 1–22, sections 8200–8481
- *California Code of Regulations*, Title 5, Division 19; Child Care and Development Programs, sections 18000–18305
- California *Health and Safety Code*, Division 2, chapters 3.35–3.6, Sections 1596.60–1587.621
- *United States Code*, Section 12101 et seq.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Child Development Programs:

(F2AP) Federal CalWORKs (Stage 2)	(FHUD) Federal HUD Child Care	(FBRR) Federal Resource and Referral	(GHAN) Handicapped Child Care
(F3AP) Federal CalWORKs (Stage 3)	(FFCC) Federal Family Child Care	(GCPS) General Child Protective Services	(GLTK) Extended Day Care
(FAPP) Federal Alternative Payment	(G2AP) General CalWORKs (Stage 2)	(GCTR) General Child Care	(GMIG) Migrant Child Care
(FCPS) Federal Child Protective Services	(G3AP) General CalWORKs (Stage 3)	(GFCC) General Family Child Care	(GPRE) State Preschool
(FCTR) Federal Child Care	(GAPP) General Alternative Payment	(GFRR) Resource and Referral	(GWAP) Full Day Preschool
	(GCAM) Campus Child Care		(GHUD) General HUD Child Care

Child Development

Program Goal: To provide an efficient and effective child care and development system, as determined by community needs, offering a full range of services in a safe, healthful, and nurturing environment

I

Standards, Assessment, and Accountability

To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status										
			C	NC	N/A								
I-C1 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The agency maintains the Desired Results Developmental Profile and family survey data for children and families. The agency uses the information to plan and conduct age- and developmentally appropriate activities and monitor family involvement and satisfaction. (EC 8203.5[b]; 5 CCR 18272 et seq.)	District or Agency <ul style="list-style-type: none">For each contract, select a sample of children’s names from the enrollment and attendance register (Form CD-9400 or comparable form) for review. The number of files sampled should be based on enrollment as follows: <table><tr><th>Enrollment</th><th>Number of Files</th></tr><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></table> A minimum average sample of two files per center or home serving subsidized children for each program should be included.Review the sample of children’s files for Desired Results Developmental Profiles. Use this sample of Desired Results Developmental Profiles and review activity plans to verify that	Enrollment	Number of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<ul style="list-style-type: none">A child’s file includes the age-appropriate Desired Results Developmental Profile.The contractor has completed the Desired Results Developmental Profiles for children who have attended Child Development Division (CDD) programs at least ten hours a week between the hours of 6 a.m. and 8 p.m. for approximately two months, or equivalent period of time such that the child’s development is familiar to his or her primary teacher. The profiles are completed for the following groups:<ul style="list-style-type: none">a. Infants: once every three monthsb. Toddlers: once every four monthsc. Preschool and school age: once every six monthsThere is documentation of how the program uses the Desired Results Developmental Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment	Number of Files												
Fewer than 100	8												
100 to 499	15												
500 or more	20												

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-C1 (Continued)	<p>results from the Desired Results Developmental Profile are being used to address each child's needs.</p> <ul style="list-style-type: none"> Interview program staff. <p>ASK:</p> <p>How are the Desired Results Developmental Profiles used in the program?</p> <ul style="list-style-type: none"> Review desired results survey results and determine how the program is using the information for program improvement to meet families' needs. 	<p>to plan and conduct age- and developmentally appropriate activities.</p> <ul style="list-style-type: none"> The agency conducts the Desired Results Parent Survey. 			
<p>I-C2 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has developed and implemented an annual evaluation plan that determines any areas identified during the self-evaluation as needing improvement.</p> <p>(EC 8261[a])[2]; 5 CCR 18279, 18280, 18281 et seq.)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review the agency's evaluation plan, ongoing monitoring of process and self-assessment to ascertain implementation that leads to program improvement. Review the agency's self-evaluation to ensure that it was completed according to instructions specified by the Child Development Division and was included in the evaluation process. Review the annual evaluation plan or process to ascertain whether it includes assessment of the program by parents, staff, and board members. Review the evaluation plan or process to ascertain whether all areas of identified need have been addressed in the action plan. Review the following Desired Results Summary data forms: <ul style="list-style-type: none"> — Desired Results Developmental Profiles for children 	<ul style="list-style-type: none"> Verification exists that the agency's self-assessment was included in the evaluation plan. Assessment and evaluation data and information from parents, staff, and board members are on file. Documentation is available to verify that the self-evaluation and the results of the annual evaluation process are being implemented. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-C2 (Continued)	<p>— Coordinated Compliance Review (CCR) and Contract Monitoring Review (CMR) instrument</p> <p>— Environment rating scales:</p> <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> <p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home network, complete the family day care rating scale (FDCRS).</p>				

II

Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-C3 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The contractor shall complete an environment rating scale for the appropriate age group and setting.</p> <p>(EC 8203, 8261; 5 CCR 18281 et seq.)</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> Complete the age-appropriate environment rating scale: <p>For preschool center care, complete the Early Childhood Environment Rating Scale (ECERS).</p> <p>For infant/toddler center care, complete the Infant/Toddler Environment Rating Scale (ITERS).</p>	<ul style="list-style-type: none"> For each subscale with an average score of less than 4, an action has been developed and, as implemented, will lead to program improvement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-C3 (Continued)	<p>For school-age center care, complete the School Age Care Environment Rating Scale (SACERS).</p> <p>For a family child care home, complete the Family Day Care Rating Scale (FDCRS).</p> <ul style="list-style-type: none"> • Review the completed appropriate environment rating scale. • Interview the program director. <p>ASK:</p> <p>Has action plan started to be implemented?</p> <p>Will the change lead to program improvement?</p>				
<p>II-C4 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each contractor includes in its program a nutrition component that provides the children with nutritious meals and snacks during the time in which they are in the program.</p> <p>(EC 8203, 8261, 5 CCR 18270 et seq.)</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> • Review menus for the current month. • Observe mealtime and/or snack time. 	<ul style="list-style-type: none"> • The meals, snacks, and meal service are culturally and developmentally appropriate for the children being served and meet the nutritional requirements specified by the federal Child Care Food or the National School Lunch program. <p><i>Note:</i> Children enrolled in GLTK or GLTK commingled with FCTR may bring their own lunches.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III

Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-C5 (FCTR, FCPS, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the eligibility requirement of that</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> • For each contract, select a sample of children's names from the enrollment and attendance register (Form CD-9400 or comparable form). 	<ul style="list-style-type: none"> • <i>For all programs:</i> — Correct fees are charged according to the current Family Fee Schedule when it is appropriate to do so. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status										
			C	NC	N/A								
III-C5 (Continued) program, and the required documentation is complete. (EC 8235, 8250[d][1][2], 8263[a][1], 8351[d], 8397[b]; 5 CCR 18083[g]. 18084, 18085, 18090, 18092, 18093, 18131[a], 18133, 18211, 18212)	<ul style="list-style-type: none">• Refer to the Attendance and Fiscal Report in selecting a sample of family eligibility files, making sure the sample includes children in all enrollment categories claimed (e.g., infants, part-time children, children with special needs). Also, include children who were absent and families who pay subsidized fees. <p>The number of files sampled should be based on the total subsidized enrollment for each program type, as follows:</p> <table><tr><th>Enrollment</th><th>Number of Files</th></tr><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></table> <p>The sample size for each program should include files from various centers and family child care homes within the contract.</p> <ul style="list-style-type: none">• For the sample selected, review the basic data files, including applications for child development services and certifications of eligibility (Form CD-9600) or comparable agency-adopted forms and supporting eligibility documentation.• Determine whether eligibility has been properly determined and that all required documentation is contained in the families’ basic data files.	Enrollment	Number of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<ul style="list-style-type: none">— Family size is determined appropriately.• <i>For all federally funded programs:</i><ul style="list-style-type: none">— Verification exists that services are provided to children who are either (1) under thirteen years of age or (2) under eighteen years of age and physically or mentally incapable of self-care as determined by a legally qualified professional.• <i>For all state-funded (general) programs except GPRE:</i><ul style="list-style-type: none">— Verification exists that services are provided to children who are either (1) under fourteen years of age; or (2) under twenty-two years of age and have documented exceptional needs.• <i>For eligibility based on income:</i><ul style="list-style-type: none">— Income is verified by a copy of a check stub, a record of the information from a check stub, or other appropriate documents. Documentation must be sufficient to support the family’s adjusted monthly gross income as shown on Form CD-9600 or comparable form. Calculations to determine gross monthly income are done correctly. Except for GPRE, initial and ongoing eligibility is limited to or within the 75th percentile of the state median income (except for those families who were “grandfathered”) according to the current Family Fee Schedule issued by the California Department of Education.• <i>For eligibility based on homelessness:</i><ul style="list-style-type: none">— A written referral from an emergency shelter or other legal, medical, or social service agency or a written parental declaration is on file to verify that the family is homeless.			
Enrollment	Number of Files												
Fewer than 100	8												
100 to 499	15												
500 or more	20												

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-C5 (Continued)		<ul style="list-style-type: none"> • <i>For eligibility based on Child Protective Services (CPS) (Eligibility criteria apply to state-funded general contracts):</i> <ul style="list-style-type: none"> — A written referral is on file from the local welfare department, child protective services unit, or from a legally qualified professional at legal, medical, or social service agency or emergency shelter, dated within the six months immediately preceding the date of application for services. The written referral shall include either: <ol style="list-style-type: none"> 1. A statement from the child protective services unit of the local county welfare department certifying that the child has an active child protective services referral and that child care and development services are a necessary component of the child protective services plan; <i>or</i> 2. A statement by a legally qualified and licensed professional that the child is at risk of abuse or neglect and the child care and development services are needed to reduce or eliminate that risk; <i>and</i> the probable duration of the child protective services plan or the at-risk situation; <i>and</i> the name, address, telephone number, and signature of the legally qualified professional who is making the referral. • <i>For CPS referrals to FAPP, FCPS, FCTR, FFCC, FHUD programs (eligibility criteria apply to federally funded contracts):</i> <ul style="list-style-type: none"> — Eligibility is based on income. If the child welfare services worker employed by the County Department of Social Services has requested that the contractor waive income eligibility and parent fees, such 			

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
III-C5 (Continued)		<p>documentation must be in writing and maintained in the family's files.</p> <ul style="list-style-type: none"> • <i>For GHAN:</i> <ul style="list-style-type: none"> — An individualized education program (IEP) is on file. • <i>For GMIG:</i> <ul style="list-style-type: none"> — At least 50 percent of the family's income was derived from agriculture-related employment for the 12 months immediately preceding the application date. • <i>For GPRE:</i> <ul style="list-style-type: none"> — For all children except CPS children, the following information is on file in addition to a determination that the family's income is at or below the current State Preschool Family Income Ceiling, by family size. If it exceeds the ceiling, see item c: <ul style="list-style-type: none"> a. Verification that the child's age is between three and five years as of December 2 of the contract year. If the child is older, see item c. b. Verification of residency, which may include a parental declaration of intent to live and/or work in California c. No more than 10 percent of the total enrollment is children of families exceeding the income requirement or children over five years of age (Family income may not exceed the income ceiling by more than 15 percent.) • <i>For F2TO, G2TO:</i> <ul style="list-style-type: none"> 1. The adult in the family is: <ul style="list-style-type: none"> a. Receiving CalWORKs cash assistance; or 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-C5 (Continued)		<ul style="list-style-type: none"> b. Is within the 24-month period after leaving cash assistance; or c. Is within the 24-month period after being determined eligible for diversion services by the county welfare department. <p>2. If the family transfers into Stage 2, the agency documents eligibility by sending a letter to the family with the transfer information. The family must certify or otherwise update the information within a maximum of six months. The family file must contain documentation supporting eligibility.</p> <ul style="list-style-type: none"> • <i>For F3TO, G3TO:</i> <ol style="list-style-type: none"> 1. The family entered Stage 3 the month following the 24th month the adult was off cash aid. The family must have transferred into Stage 3 from Stage 1 or 2. 			
III-C6 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the need requirement. (EC 8263[a][2], 8351[d]; 5 CCR 18083[e])	District or Agency <ul style="list-style-type: none"> • For sample files selected, review the application for child development services and certification of eligibility (Form CD-9600) or comparable agency-adopted form and supporting need documentation from the family files. • Determine whether days and hours of care as certified by the agency match the days and hours supported by the documentation of need contained in the family files. 	<ul style="list-style-type: none"> • <i>For GAPP, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, GHUD:</i> — The need requirement is verified by one of the following forms of proof: <ol style="list-style-type: none"> 1. CPS written referral. Refer to compliance item III-C5 for requirements. 2. Verification that the parent and any other adult counted in the family size meet any of the following requirements: <ol style="list-style-type: none"> a. Employed b. Seeking employment (limited to 60 working days per fiscal year) c. Participating in vocational training leading directly to a recognized trade, paraprofession, or profession 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
III-C6 (Continued)		<p>d. Homeless and seeking permanent housing for family stability</p> <p>3. Incapacitation, as determined by a qualified professional</p> <p>4. The child has a medical or psychiatric special need or exceptional needs that cannot be met without the provision of services and that are verified by a legally qualified professional.</p> <ul style="list-style-type: none"> • <i>For FAPP, FCPS, FCTR, FFCC, FHUD:</i> — The need requirement is determined by one of the following: <ol style="list-style-type: none"> 1. CPS written referral. Refer to compliance item III-C5 for requirements. 2. Verification exists that the parent and any other adult counted in the family size meet any of the following requirements: <ol style="list-style-type: none"> a. Employed b. Seeking employment (limited to 60 working days per fiscal year) c. Participating in vocational training leading directly to a recognized trade, paraprofession, or profession, 3. In a two-parent family, one parent must meet the criteria noted above and any other adult counted in the family size must be incapacitated or have a medical or psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional. • <i>For F2AP, G2AP:</i> — Verify that at the time of enrollment for Stage 2, for families still receiving aid, the 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-C6 (Continued)		<p>parent needs services because of participation in an approved work activity and that any other adult counted in the family size meets one of the following requirements:</p> <ol style="list-style-type: none"> 1. Employed. (Services may also be provided in order for the parent to accept work if such services are necessary to ensure the availability of care when work commences.) 2. Seeking employment (limited to 60 working days per fiscal year) 3. Participating in a job training or education program leading directly to a recognized trade, paraprofession, or profession 4. Incapacitated or has a medical or psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional. <p>If the family is no longer receiving aid, the parent and any other adult counted in the family size must meet one of the criteria specified above as long as the family continues to be otherwise eligible. For F2AP only, criterion 4 may be used only for the other adult counted in the family size, not the primary parent.</p> <ul style="list-style-type: none"> • <i>For F3T0, G3T0:</i> <ul style="list-style-type: none"> — Verify that at the time of enrollment, the parent and <i>any other adult counted in the family size</i> met one of the following requirements: <ol style="list-style-type: none"> 1. Employed. Services may also be provided in order for the parent to accept 			

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
III-C6 (Continued)		<p>work if such services are necessary to ensure the availability of care when work commences.</p> <ol style="list-style-type: none"> 2. Seeking employment (limited to 60 working days per fiscal year) 3. Participating in a job training or education program leading directly to a recognized trade, paraprofession, or profession 4. Incapacitated or has a medical or psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional. <p>After initial enrollment into CalWORKs Stage 3, the family may continue to be served as long as:</p> <ol style="list-style-type: none"> 1. The parent and any other adult counted in the family size meet the need criteria; or, as stated above. 2. There is a referral for child protective services; or 3. If G3TO, the child has a medical or psychiatric special need that cannot be met without provision of child care services. <p>For F3TO only, criterion 4 may be used only for the other adult counted in the family size, not the primary parent.</p>			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-C7 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, GPRE, FHUD, GHUD, GAPP, G2AP, G3T0, FAPP, F2AP, F3T0, GHAN) A basic data file has been established for each family, including a completed application for services and supporting documentation. For all programs except GPRE, the agency verifies the eligibility and need of each family or child within 30 days of a change in “eligibility” status or “need” or at intervals not to exceed 12 months.</p> <p>(5 CCR 18081, 18082, 18083, 18103)</p>	<p>District or Agency </p> <ul style="list-style-type: none"> • Review the contents of the basic data file. • Compare the current application with the previous applications(s) and supporting documentation in previously selected sample files. 	<ul style="list-style-type: none"> • The basic data file for each family meets the specific criteria and documentation requirements contained in each contract’s funding terms and conditions. • Each file contains a completed application, including timely dates, signatures, verification of income, or self-certification of income and need. • <i>For F2AP, G2AP, F3T0, G3T0:</i> <ul style="list-style-type: none"> — If families transfer into Stage 2, within a maximum of six months the family file must contain documentation supporting eligibility. • The verification of eligibility and need is done within 30 days of a change in eligibility or need status or at intervals not to exceed 12 months. <ul style="list-style-type: none"> — <i>For CPS:</i> Referrals are updated every six months, with verification (in cases of actual abuse) that the child development services is a necessary component of the CPS plan. — <i>For homelessness:</i> Verification of the family’s temporary or substandard living arrangement is done every three months. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-C8 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, FAPP) Families with children enrolled in the programs are selected according to the priorities of that program.</p> <p>(EC 8263[b][1][2], 8235, 8352[a], 8468.5; 5 CCR 18092, 18106, 18131, 18182, 18191, 18201)</p>	<p>District or Agency </p> <ul style="list-style-type: none"> • Review the waiting list. • Review the applications of the three most recently enrolled children and evaluate their enrollment in relation to the priorities. <p><i>For GPRE:</i> Review the selected sample of family eligibility files for timely verification of family income and the child’s age.</p> <p><i>For GLTK:</i> Interview the director.</p>	<ul style="list-style-type: none"> • Detailed information indicates whether priorities are being followed. • The waiting list includes the following information: name, address, phone number, determination of “eligibility” and “need,” gross income, number in family unit, birth dates of the children, per capita income amount or admission rank (Form CD-2600A), date of original 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-C8 (Continued)	<p><i>ASK:</i></p> <p>What is the percentage of children with exceptional needs in the school-age care program? What means is the agency using in an attempt to reach a level at least equal to the percentage of the district's enrollment of children with exceptional needs?</p> <p><i>For GMIG:</i> For contractors operating in federally funded public housing centers, the first 14 days of the initial enrollment period shall be reserved for residents of the housing center.</p>	<p>inquiry, date of admission or date removed from list, if applicable.</p> <ul style="list-style-type: none"> • <i>For GPRE and GWAP:</i> <ul style="list-style-type: none"> — Information verifies whether families are admitted according to the following priorities: <ol style="list-style-type: none"> 1. Verification that the program gives priority to children ages three to five years receiving child protective services through the local county welfare agency (without regard to income) 2. Verification of the family's income within 120 calendar days prior to the first day of the new preschool year 3. Verification that the program gives priority to admitting eligible four-year-old children (children who will have their fourth birthday on or before December 2 of the fiscal year in which they are enrolled) prior to admitting eligible three-year-old children. The program first admits those children whose families have the lowest adjusted monthly income. • The following priorities may be adopted and used in addition to those previously noted when the family income is the same for the family size: <ol style="list-style-type: none"> 1. Children identified as English learners (EL) 2. Children identified as handicapped who have an Individualized Education Program (IEP) that identifies the preschool program as the most appropriate placement 3. Children from families whose special circumstances may diminish the children's opportunities for normal development 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-C8 (Continued)		<ul style="list-style-type: none"> • <i>For GLTK:</i> <ul style="list-style-type: none"> — Information is on file to determine whether the priorities noted below were followed: <ol style="list-style-type: none"> 1. Children in kindergarten through grade nine were appropriately referred because of abuse or neglect or the risk thereof. Within this priority children receiving protective services through the local county welfare department are admitted first. 2. Second to be admitted are children in kindergarten through grade three and their school-age siblings under the age of thirteen years. In this group children from families with the lowest per capita income are admitted first. 3. Next to be admitted are children in grades four through nine and their school-age siblings under the age of thirteen years. In this group children from families with the lowest per capita income are admitted first. 4. Children with exceptional needs residing in a school district are being provided services at levels at least equal to the percentage of the district's enrollment in the district's kindergarten and grades one through eight, inclusive. If demand for this level of service does not exist, the agency has requested and has received a written waiver from the California Department of Education. • <i>For GMIG:</i> <ul style="list-style-type: none"> — Eligibility is based on the family's status, and selection is based on the following priorities: <ol style="list-style-type: none"> 1. The family moves from place to place. 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-C8 (Continued)		<div>2. The family has migrated in the past five years and is currently employed in agribusiness and is settled near agricultural areas.</div> <div>3. The family resides in an agricultural area and is dependent on agricultural work.</div> <div>• For FHUD and GHUD:<div>1. The first priority is the residents of the housing development occupying assisted units. Families with the lowest per capita income will be granted a subsidy first.</div><div>2. The second priority is the nonassisted-unit residents of the housing development. Families with the lowest per capita income will be granted subsidy first.</div></div>			
III-C9 (FCPS, FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, GCPS) The program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which children are served. There is evidence that the program: <div>• Welcomes the enrollment of children with disabilities</div> <div>• Understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children</div> <div>• Implements those accommodations</div> (PL 101-336, 104 Stat. 327 ADA of 1990; 42 USC 12101 et seq. [2000]. Title 5 Section 4900 et seq.)	District or Agency <div>• Review admissions policies.</div> <div>• Review the parent handbook.</div> <div>• Review the provider handbook for Alternative Payment Agencies.</div> <div>• Review the program’s nondiscrimination policies.</div> <div>• Review the files of children who have been provided with reasonable accommodations for their disabilities or who have IEPs.</div> <div>• Interview program staff.</div> <div>ASK:<div>Are you aware of enrollees with disabilities or other special needs for whom accommodations are made?</div><div>What is your role in designing and/or implementing those accommodations?</div></div>	<div>Admission policies:<div>• Verify that children are served without regard to their sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, or mental or physical disability.</div><div>• Verify that the agency (or providers for Alternative Payment Programs) does not charge parents a categorically higher rate for children with disabilities.</div></div> <div>Parent and/or provider handbook:<div>• Verify the presence of nondiscrimination statements.</div><div>• Verify the presence of statements welcoming the enrollment of children with disabilities and other special needs.</div></div>	<div><div></div><div></div><div></div></div>		

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-C9 (Continued)		<p>Children's files:</p> <ul style="list-style-type: none"> Verify that evidence exists, either in the Desired Results Developmental Profiles or elsewhere, indicating: <ul style="list-style-type: none"> Consideration of how a child's disabilities might affect access to the program Description of accommodations for children with disabilities Implementation of accommodations for children with disabilities <p>Staff interview:</p> <ul style="list-style-type: none"> Verify that staff and administration understand their obligation to serve children with disabilities. 			

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>IV-C10 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3T0, FAPP, F2AP, F3T0, FBRR) The agency has developed and implemented a staff development program.</p> <p>(EC 8240[g]; 5 CCR 18270 et seq.)</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> Review the agency's program for staff development. Review notes of staff development meetings. Review written job descriptions. Review the orientation program for new staff. Interview the program director and appropriate staff. <p>ASK:</p> <p>How was the staff development program developed?</p>	<ul style="list-style-type: none"> The staff was involved in the development of the staff development program. The staff development program is appropriate and includes the following: identification of the training needs of staff; written job descriptions; an orientation plan for new employees; staff development topics, including topics related to the functions specified in each employee's job; an internal communications system that provides employees with information to perform their assigned duties; and an annual written performance evaluation procedure 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C10 (Continued)	<p>Who was involved?</p> <p>Were you involved in developing the staff development program?</p> <p>How do employees communicate their staff development needs to agency management?</p> <p>How does management communicate with staff?</p> <p>Did you receive an evaluation in compliance with agency policy?</p>	<p>unless a different frequency of performance evaluation is specified in the contractor's collective bargaining agreement.</p> <ul style="list-style-type: none"> • Employees know about the staff development program and can identify features that are being implemented. • If applicable, the professional development needs of family child care providers are identified by the agency and opportunities for professional development are offered that take these needs into account. • Staff development is planned using the following information from the Desired Results summary data forms: <ul style="list-style-type: none"> — Desired Results parent survey — Desired Results Developmental Profiles for children — Environment rating scale — Results from the agency self-review using the Coordinated Compliance Review (CCR) and Contract Monitoring Review (CMR) instruments. 			
IV-C11 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, GFCC, FFCC, FHUD, GHUD) Each program operating two or more sites has a qualified program director. (EC 8208[ff], 8242, 8360, 8360.3, 8463; 5 CCR 18206, 18168[a][3][B])	District or Agency <ul style="list-style-type: none"> • Review the certified personnel roster or comparable form for the names of the program directors. • Review personnel files for required documentation. 	<ul style="list-style-type: none"> • The contractor employs a program director with general administrative responsibility for programs operated at two or more sites. (GLTK programs require a program director at one or more sites. The program director may also function as a site supervisor at one of the sites if he/she assumes responsibility for the day-to-day operation of the program at the site and is fully qualified.) • The program director possesses one of the following permits or credentials: 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C11 (Continued)		<p>— A permit issued by the Commission on Teacher Credentialing authorizing supervision of a child care and development program operating in multiple sites. The following permits are acceptable:</p> <ul style="list-style-type: none"> • Child Development Program Director Permit; or • Children’s Center Supervision Permit <p>— A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and six units in administration/supervision of early childhood education/child development (ECE/CD) programs (not required of any person who was employed as a program director prior to November 1, 1993, in a child care and development program receiving funding from the Child Development Division) and 12 units of ECE/CD or at least two years’ experience in an ECE/CD program.</p> <p>— An Administrative Services Credential authorizing administration or supervision in California that includes a preschool authorization.</p> <p><i>Note:</i> Centers with an enrollment of less than 50 percent subsidized children may operate under Title 22 requirements.</p> <ul style="list-style-type: none"> • <i>For FCTR only:</i> In a commingled GLTK program, the program director may meet the qualifications specified by the GLTK program. • <i>For GLTK only:</i> The program director possesses one of the following qualifications: <ul style="list-style-type: none"> — A bachelor’s degree in recreation, recreation therapy, special education, or a related field; (a) three semester units of administration 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C11 (Continued)		<p>and supervision of recreation, child development, or related programs; and (b) two years of teaching or supervisory experience in recreation or related programs</p> <p>— One of the following valid permits or credentials issued by the Commission on Teacher Credentialing:</p> <ul style="list-style-type: none"> • Site supervisor; or • Children's center supervision permit; or • Life children's center supervision permit; or • Preliminary administrative services credential; or • Professional administrative services credential <p>— A permit pursuant to <i>Education Code</i> Section 8360 and three semester units of administration and supervision of child development programs</p> <ul style="list-style-type: none"> • <i>For GHAN only:</i> The program director meets one of the following qualifications: <ul style="list-style-type: none"> — Possesses a California special education credential; or — Possesses a professional credential; license; master's degree in psychology, social work, special education, physical education, recreation therapy, vocational education, counseling, early childhood education, or child development; and has completed six semester units of administration and supervision of early childhood education or child development programs, or both; or — Has work experience prior to January 1, 1993, as a program director in a child care and development program that provides services to severely handicapped children. 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>IV-C 12 (FTCR, GCAM, GCTR, CHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each program with more than one site has a qualified site supervisor at each site.</p> <p>(EC 8208[a], 8242, 8360, 8463; 5 CCR 18205)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the certified personnel roster or comparable form for the name(s) of the person(s) indicated as site supervisor(s). • Review personnel files for required documentation. 	<ul style="list-style-type: none"> • Each center, regardless of whether it is exempt from licensure, has a fully qualified site supervisor responsible for program operations on the premises during the hours the program is in operation. The site supervisor possesses <i>one</i> of the following: <ul style="list-style-type: none"> — A permit issued by the Commission on Teacher Credentialing that authorizes supervision of a child care and development program operating in single sites. The following permits are acceptable: <ul style="list-style-type: none"> • Child development program director permit, or • Child development site supervisor permit, or • Children’s center supervision permit — A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and six units in administration/supervision of ECE/CD (not required of any person who was employed as a program director prior to November 1, 1993, in a child care and development program funded by the Child Development Division) and 12 units of ECE/CD or at least two years’ experience in an ECE/CD program — An administrative services credential authorizing administration or supervision in California that includes a preschool authorization. • <i>For FCTR only:</i> In a commingled GLTK program, the site supervisor may meet the qualifications specified by the GLTK program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C12 (Continued)		<ul style="list-style-type: none"> • <i>For GLTK only:</i> The site supervisor possesses one of the following: <ul style="list-style-type: none"> — Valid permit or credential issued by the Commission on Teacher Credentialing, specifically a: <ul style="list-style-type: none"> • Child development site supervisor permit; or • Children’s center supervision permit; or • Bachelor’s degree with an emphasis in ECE/CD (three of the units in ECE/CD must be in administration) and one year’s experience in a licensed day care center; or • A.A. degree with an emphasis in ECE/CD (three of the units in ECD/CD must be in administration) and two years’ experience in a licensed day care center; or • High school diploma or certificate of general educational development (GED) and 15 semester units in ECE/CE (three of the units in ECE/CD must be in administration) and four years’ teaching experience in a licensed day care center. 			
IV-C13 FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each site has qualified teachers. (EC 8208[af], 8242, 8360, 8360.3, 8463; 5 CCR, 8206, 18168[a](3[B]))	District or Agency <ul style="list-style-type: none"> • Review information on the personnel roster or comparable form for the name(s) or the person(s) indicated as teacher(s). 	<ul style="list-style-type: none"> • Each classroom, regardless of whether it is exempt from licensure, has a fully qualified teacher who possesses one of the following: <ul style="list-style-type: none"> — A permit issued by the Commission on Teacher Credentialing that authorizes service in the care, development, and instruction of children in a child care and development program. Any of the following permits is acceptable: <ul style="list-style-type: none"> • Child development program director permit; or 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C13 (Continued)		<ul style="list-style-type: none"> • Child development site supervisor permit; or • Regular children’s center instructional permit; or • Limited children’s center instructional permit; or • Emergency children’s center teacher permit; or • Child development master teacher permit; or • Child development teacher permit; or • Child development associate teacher permit <p>(This permit authorizes the holder to supervise holders of assistant teacher permits.)</p> <p>— A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and either 12 units in ECE and/or CD or two years’ experience in ECE or a child care and development program.</p> <ul style="list-style-type: none"> • <i>For FCTR only:</i> In a commingled GLTK program, the teachers may meet the qualifications specified by the GLTK program. • <i>For GLTK only:</i> A teacher may be deemed qualified by meeting one of the following criteria: <ul style="list-style-type: none"> — Possesses a children’s center instructional permit (emergency, limited, regular); or — Has earned 12 semester units in ECE/CD and has six months’ experience in a licensed day care center; or 			

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
IV-C13 (Continued)		<p>— Has earned six semester units in ECE/CD and, after employment, must complete at least two units each semester until a total of 12 units have been earned</p> <ul style="list-style-type: none"> As an alternative to satisfying the educational requirements in the regulations, a teacher may substitute 12 units or 240 training hours in any combination of the following areas: <ol style="list-style-type: none"> Recreation, which includes, but is not limited to, art, music, and dance Physical education, which includes, but is not limited to, indoor and outdoor sports activities Human services and social welfare, which includes, but is not limited to, nursing, psychology, sociology, or home economics Units earned toward an elementary or middle school teaching credential Early childhood education, child development, or school-age child units A teacher is required to complete six units or 120 training hours prior to employment. <i>For GHAN only:</i> A teacher in a program that provides services to severely handicapped children meets one of the following criteria: <ul style="list-style-type: none"> — Has earned 24 semester units of course work, with a “C” or better average, from an accredited institution in any one or a combination of the following areas: psychology, sociology, special education, physical education, recreation therapy, vocational education, early childhood education, and child development — Has earned 16 semester units of course work in general education, including one course in 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C13 (Continued)		<p>each of the following areas: humanities, social sciences, math or science, or both, and English</p> <p>— Has experience in one of the following areas:</p> <ol style="list-style-type: none"> Two experience periods as a paid aide or assistant in a program serving children with exceptional needs or severely handicapped children; or Three periods of experience as a volunteer in an instructional capacity in a program serving children with exceptional needs or severely handicapped children; or Two or more semester units of supervised field course work in a child care and development program at an accredited institution plus one experience period in a program serving children with exceptional needs or severely handicapped children <p>— Holds a California special education credential</p> <p>— Was employed prior to January 1, 1993, as a teacher in a child care and development program that provides services to severely handicapped children</p>			
IV-C14 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The applicable staff-child ratios are met for each age group and program. (EC 8288; 5 CCR 18168[a][6][A][D][F], 18290)	District or Agency <ul style="list-style-type: none"> Review the staff-child ratio schedule (Form CD-3705). Determine whether ratios are met. Observe the classroom and playground. 	<ul style="list-style-type: none"> The following ratios are met: <ul style="list-style-type: none"> — <i>Infants, birth to eighteen months old:</i> <ol style="list-style-type: none"> Adult-child ratio of 1:3 Teacher-child ratio of 1:18 — <i>Toddlers, eighteen months to thirty-six months old:</i> <ol style="list-style-type: none"> Adult-child ratio of 1:4 Teacher-child ratio of 1:16 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C14 (Continued)		<p>— <i>Preschoolers, thirty-six months to enrollment in kindergarten:</i></p> <p>a. Adult-child ratio of 1:8</p> <p>b. Teacher-child ratio of 1:24</p> <p>— <i>Kindergarten students to children fourteen years old:</i></p> <p>a. Adult-child ratio of 1:14</p> <p>b. Teacher-child ratio of 1:28</p> <ul style="list-style-type: none"> Whenever groups of children of two age categories are commingled and the younger age group exceeds 50 percent of the total number of children present, the ratios for the entire group must meet the ratios required for the younger age group. If the younger age group does not exceed 50 percent of the total number of the children present, the teacher-child and adult-child ratios shall be computed separately for each group. Except as otherwise provided in Title 22 of the <i>California Code of Regulations</i>, Community Care Licensing Standards, the program may exceed the teacher-child ratio by 15 percent for a period of time not to exceed 120 minutes in any one day. 			

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-C15 (FCPS, FCTR, FFCC, GCPS, GCAM, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has implemented a process for reaching out to the community,	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> Review the policies and the procedures manual. Identify the person responsible for community outreach. 	<ul style="list-style-type: none"> Evidence exists that the agency has identified a staff member responsible for this task. Evidence exists to verify that the agency informs the community by using newsletters, 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-C15 (Continued) informing the community about the program, and soliciting its support. (5 CCR 18277)	<ul style="list-style-type: none"> • Review the plan for community outreach, including materials in languages other than English. 	<p>news releases, fliers, mailing lists, or speaking engagements.</p> <ul style="list-style-type: none"> • Evidence exists that materials are available for non-English-speaking families. • Evidence is on file to verify that community resources are being used with the services of volunteers, acknowledgment of donations, and so on. 			
V-C16 (FCPS, GCPS, F2AP, F3TO, FAPP, G2AP, G3TO, GAPP) The agency has written information describing its program's eligibility for services and distributes information to keep the community aware of its program. (EC 8220; 5 CCR 18222)	District or Agency <ul style="list-style-type: none"> • Review written material that supports information regarding program availability. • Review non-English materials. 	<ul style="list-style-type: none"> • Evidence exists that the contractor provides the parent(s) with the following information upon enrollment in the program: <ul style="list-style-type: none"> — Agency's written policy statement — Program rules and regulations — Information regarding confidentiality — Information regarding legal and financial reporting requirements if the parent selects in-home care and payment is made to the parent as the employer of the in-home provider — Non-English materials 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V-C17 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) There is a plan for parent involvement and education. The program ensures that effective two-way comprehensive communication between staff and parents is carried out on a regular basis throughout the program year. (EC 8203, 8204, 8261; 5 CCR 18275, 18270 et seq.)	District or Agency <ul style="list-style-type: none"> • Review the agency's plan for parental involvement and education. • Review how the plan is implemented. • Review scheduled meetings, events, topics, and speakers; information shared; materials used; list of participants; and minutes of meetings. • Interview the director. 	<ul style="list-style-type: none"> • The following records are on file: <ul style="list-style-type: none"> — Proposed dates for parent meetings — Types of opportunities available for parent participation in the program • Evidence exists that the plan is appropriate and includes the following components: <ul style="list-style-type: none"> — An open-door policy encourages parents to participate in the daily activities whenever possible. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-C17 (Continued)	<p><i>ASK:</i></p> <p>How does the program involve parents?</p> <p>How does the program educate parents?</p> <p>How are the schedule and topics for events and meetings determined?</p> <p>What is the level of participation?</p> <p>How does the program deal with non- or limited-English-speaking parents?</p>	<p>— An orientation for parents discloses the program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures.</p> <p>— Two parent-teacher conferences are scheduled annually to discuss the child's progress.</p> <p>— Program activities and services meet cultural, linguistic, and other special needs of children and families being served.</p> <p>— The plan addresses the needs of limited- and non-English-speaking parents.</p>			
<p>V-C18 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) A parent advisory committee or council, selected by parents, has been established.</p> <p>(5 CCR 18275[e])</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> • Review the agency's plan for establishment of a parent advisory committee or council. • Include non-English-speaking parents. • Review the schedule and notice of meetings, minutes of meetings, list of committee or council members, and issues brought to the committee. • Interview the director and a committee or council member. <p><i>ASK:</i></p> <p>What is the procedure used in establishing the parent advisory committee or council?</p> <p>What efforts are made to include limited- and non-English-speaking parents on the advisory committee or council?</p> <p>Who is on the committee?</p> <p>How often does the committee meet?</p> <p>What does the committee do?</p> <p>On which issues does the committee advise the agency?</p>	<ul style="list-style-type: none"> • Evidence exists that a parent advisory committee advises the contractor on issues related to services to families and children. • Evidence exists that the contractor considers the parent advisory committee's recommendations and advice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>V-C19 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Families' health and social service needs have been identified and documented. Referrals and follow-up on referrals are made when necessary.</p> <p>(EC 8203[1][m], 8208[q] 8240[d][e]; CCR 18275)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> The contractor identifies all files in which a need for health or social services has been identified. Depending on the number of such files, review the same sample size as cited in compliance item IC-1. If fewer than eight files are available, review the files identified. Review children's files in which health and social service needs have been identified to determine whether needs have been documented. Review health and social services referrals. <p><i>For GMIG:</i></p> <ul style="list-style-type: none"> Review documentation to determine the type of specialized services provided. Review documentation of staff development activities to verify that training is related to the special needs of migrant children. Review activity plans for enrichment activities that specifically address the special needs of migrant children. 	<ul style="list-style-type: none"> The records contain: <ul style="list-style-type: none"> Identification of needs Health care referrals, including referrals to Healthy Kids or Medi-Cal insurance programs Referrals for social services Documentation of follow-up procedures with parents to ensure that the needs have been addressed The number of files identified, when compared with the enrollment of children, is reasonable. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>V-C20 (FCPS, FCTR, FFCC, FAPP, F2AP, F3TO, FHUD) The agency allows parents unlimited access to their children and the providers caring for their children during normal hours of provider operation and whenever the children are in the care of the provider.</p> <p>(45 CFR Section 98.31)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review the agency's written policy regarding parents' unlimited access to their children. Review the agency's established procedure regarding parents' unlimited access to their children. Interview parents. <p><i>ASK:</i></p> <p>Do they have unlimited/unrestricted access to their children?</p>	<ul style="list-style-type: none"> The parent handbook, parent handouts, admissions policy, or parent bulletin board has a board-approved policy to allow parents unlimited access to their children while they are in the agency's care. This policy is implemented. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-C21 (FCPS, FCTR, FFCC, GAPP, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, F2AP, FAPP, G2AP, F3TO, G3TO, GHUD, FHUD) The agency has informed all applicants and recipients for service of the right to appeal any agency decision contained in the Notice of Action. (5 CCR 18094, 18095, 18118)	District or Agency <ul style="list-style-type: none"> • Review Notices of Action in files previously selected to ensure they were completed according to the procedures of the Child Development Division. 	<ul style="list-style-type: none"> • A Notice of Action or comparable form with appeal rights was given or mailed to parents within 30 days of the date the parent signed the initial application for services or when a change in service level, family status, or fees occurred. The Notice of Action must be mailed or delivered to the parent(s) at least 14 days before the effective date of an adverse action. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C22 (FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO) The program refrains from religious instruction or worship. (Constitution of California, Article XVI, Sec. 5; 5 CCR 18017)	District or Agency <ul style="list-style-type: none"> • Review parent handouts and the handbook, admission policies, and posted information. • Observe the program to determine whether religious instruction or worship is occurring. • Interview the child development administrator. ASK: Does the program refrain from providing religious instruction or worship?	<ul style="list-style-type: none"> • A written policy statement states that the agency does not provide religious instruction or allow worship in its child development program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C23 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD) Each site has a current license issued by the authorized licensing agency, unless the site is exempt from licensing. (EC 8203; 5 CCR 18020; HSC 1596.792)	District or Agency <ul style="list-style-type: none"> • Review the license of each site and home that the agency uses for subsidized care. • If the site is alleged to be exempt, determine that site falls within an exemption. 	<ul style="list-style-type: none"> • A current license has been issued to the contracting agency and site address or to the family child care home provider and home address. • The exemption letter issued by the Department of Social Services, Community Care Licensing Division (DSS, CCL), is on file; or there is evidence that the site is exempt. The site is exempt if (1) the contracting public or private 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status										
			C	NC	N/A								
VI-C23 (Continued)		school operates the before- and after-school program on the school grounds; (2) the site is on federal property; or (3) the FCC home serves only one family.											
VI-C24 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The agency has on file all required information about each provider. (5 CCR 18230, 18231)	District or Agency <ul style="list-style-type: none">Review the selected sample of provider files. The number of files selected should be based on enrollment, as follows:<table><tr><th>Enrollment</th><th>Number of Files</th></tr><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></table>A maximum sample size will be limited to 20 files.	Enrollment	Number of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<ul style="list-style-type: none">Each file contains verification of license status (where applicable) and a signed statement by each provider that includes:<ul style="list-style-type: none">— Provider’s documentation of usual and customary charges paid by unsubsidized families— Provider’s agreement to remain in compliance with applicable licensing laws and regulations— Provider’s assurance that services do not include religious instruction or worship (with the exception of F2AP, F3TO, FAPP, FCPS)— Copy of the current license unless the site is exempt— Rate of payment— Schedule of payment— Signed document between program and provider— Age group servedFor in-home and exempt providers, each file contains the following information:<ul style="list-style-type: none">— Provider’s name and address— Provider’s date of birth— Provider’s Social Security number— Hours of services authorized— Rates to be charged for services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment	Number of Files												
Fewer than 100	8												
100 to 499	15												
500 or more	20												

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-C24 (Continued)		<ul style="list-style-type: none"> Within 14 days of the first date of child care services, in-home and exempt providers, except for aunts, uncles, and grandparents, must provide the following information: <ul style="list-style-type: none"> A description of the provider's qualifications and experience Signed health and safety self-certification A statement from the parent that he or she has interviewed and approves of the provider A California driver's license number or other valid identification verifying the provider is at least eighteen years old Documentation that the provider is a registered Trustline child care provider 			
VI-C25 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The provider is given information regarding alternative payment policies, procedures, and regulations. (5 CCR 18221, 18223, 18224, 18226)	District or Agency <ul style="list-style-type: none"> Review written materials. Interview, by telephone, the applicable number of providers per sample size. ASK: Were you given information regarding alternative payment policies? Did you receive the information at your initial in-service training or at a later date?	<ul style="list-style-type: none"> Documentation indicates that the written information is given to providers. Policies were discussed with providers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C26 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GCPS, GAPP) The agency sets forth the basis of provider participation, scheduled provider payments, and its complaint process. (5 CCR 18223, 18224, 18226)	District or Agency <ul style="list-style-type: none"> Review written materials. 	<ul style="list-style-type: none"> The following records are on file: <ul style="list-style-type: none"> Provider handbook The alternative payment policies and procedures manual for providers Written agreement between the agency and the provider 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-C26 (Continued)		— Payment schedule containing a limitation of provider's usual and customary rates up to 1.5 standard deviations above the mean market rate for the type of care provided			
VI-C27 (FBRR, GFRR) The agency maintains a resource file, updated at least quarterly, which includes all licensed and license-exempt center-based providers and all licensed family child care homes in the agency's geographic service area. (EC 8212[a])	District or Agency <ul style="list-style-type: none"> • Review the resource file. • Review written agency policies and other written materials made available to current and potential providers of child development services. • Interview agency staff. ASK: Does the agency maintain a file of license-exempt providers? If so, how is exempt status determined? 	<ul style="list-style-type: none"> • The resource file contains the following service documentation: — Provider's name, address, and telephone number — Fees charged — Ages of children served — Number of children permitted under the license — Hours of operation — Any special services offered 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C28 (FBRR, GFRR) The agency maintains individual files of licensed providers in its service area. (EC 8212[a])	District or Agency <ul style="list-style-type: none"> • Review the agency's records documenting the maintenance of individual files of licensed providers. 	<ul style="list-style-type: none"> • Documentation confirms that the agency maintains individual files of licensed providers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C29 (FBRR, GFRR) The agency provides telephone referrals for a minimum of 30 hours per week. (EC 8212[b])	District or Agency <ul style="list-style-type: none"> • Interview appropriate staff. ASK: How many hours per week does the resource and referral agency offer telephone referrals? 	<ul style="list-style-type: none"> • Evidence is on file that the agency provides telephone referrals for a minimum of 30 hours per week. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-C30 (FBRR, GFRR) The agency provides the following technical assistance services to providers and potential providers of services:</p> <ul style="list-style-type: none"> Information on all aspects of initiating new child care services, including licensing, zoning, program and budget development, and assistance in finding such information from other sources Information and resources that help existing providers maximize their ability to serve children and parents in their community Dissemination of information on current public issues affecting delivery of child care services Facilitation of communication between existing child care and child-related service providers in the community served <p>(EC 8212[d])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review written materials available at the agency. Interview appropriate staff. <p><i>ASK:</i></p> <p>How does the agency facilitate communications with and between local service providers?</p>	<ul style="list-style-type: none"> The agency has on file: <ul style="list-style-type: none"> Copies (or summaries) of licensing laws and local zoning ordinances Books and articles about programs for children and articles on budget development and accounting Publications released by the Bureau of Labor Statistics, U.S. Department of Labor, Department of Finance, and local chamber of commerce Publications describing pending legislation at both the state and federal levels Notices of meetings held or to be held with those involved in child and family services 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-31 (FBRR, GFRR) The agency provides services that are responsive to the diverse cultural, linguistic, and economic needs of the geographic area of service.</p> <p>(EC 8213)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review written agency policies and other written material. Interview the program administrator and appropriate staff. <p><i>ASK:</i></p> <p>How does the agency provide services that are responsive to the linguistic and cultural needs of the community?</p> <p>How does the agency provide services to limited- and non-English-speaking families?</p>	<ul style="list-style-type: none"> The staff has the same linguistic and cultural background as the community being served. Materials are written and available in the predominant non-English languages used by the parents needing services and available providers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-C32 (FBRR, GFRR) The agency maintains adequate documentation of requests for services. (EC 8212[c])	District or Agency <ul style="list-style-type: none"> Review agency records documenting requests for services and referrals provided by the agency. 	<ul style="list-style-type: none"> Documentation includes: <ul style="list-style-type: none"> — Number of calls received requesting services (the required minimum of 30 hours of telephone referrals per week) — Ages of children for whom services are requested — Time category of requests (full day, part day, evening) — Reason for requesting child care 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C33 (FBRR, GFRR) The agency has developed written referral policies that are available to parents and providers on request. (5 CCR 18244[c])	District or Agency <ul style="list-style-type: none"> Review the agency's written referral policies. 	<ul style="list-style-type: none"> Referral policies are available to all persons regardless of income and include: <ul style="list-style-type: none"> — A statement that any information received from a parent will be considered confidential — A statement defining the conditions under which a provider may be removed from the provider file 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C34 (FBRR, GFRR) The agency has developed written complaint procedures and implemented them. (5 CCR 18247, 18248)	District or Agency <ul style="list-style-type: none"> Review the agency's written complaint policies and procedures. 	<ul style="list-style-type: none"> Written policies describe procedures for: <ul style="list-style-type: none"> — Documenting and resolving complaints — Referring reports of licensing violations to appropriate agencies — Discontinuing referrals to certain providers and describing the conditions under which referrals may cease — Notifying discontinued providers in writing and informing them of their appeal rights 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p>VI-C35 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The in-home and license-exempt providers selected by families who are subsidized by the state are properly registered and have certified that they meet the health and safety requirements.</p> <p>(45 CFR 98.41[a])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review 10 percent of in-home and exempt provider files for the required documentation. 	<ul style="list-style-type: none"> • The files of in-home and exempt providers contain the following information: <ul style="list-style-type: none"> — The address where the care is to be provided — Names and ages of other persons in the home or providing care — A California driver's license number or other valid and recognized form of identification to verify that the caregiver is at least eighteen years of age — The provider's qualifications and experience — Signed health and safety self-certification — Signed statement from the parent verifying that the parent has interviewed and approved of the provider — The names, addresses, and telephone numbers of two character references — Status as a Trustline applicant or registered Trustline child care provider — Evidence that the provider has been tested within the past 12 months and found to be free of tuberculosis — Statement that the provider's home contains a fire extinguisher and a smoke-detecting device that meets standards established by the state fire marshal — Declaration by the provider that the provider's home complies with all health and safety standards as required by state, county, and municipal agencies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-C35 (Continued)		<p>— For in-home care, the parent’s declaration that the parent’s home meets health and safety requirements as required by state, county, and municipal standards</p> <p><i>Note:</i> If the provider is the aunt, uncle, or grandparent of the child, only the first three items are required.</p>			
<p>VI-C36 (FCTR, FFCC, FHUD, GCAM, GCTR, GFCC, GHAN, GHUD, GLTK, GMIG, GPRE, GWAP) The agency has adopted policies and procedures for recording and reporting attendance that are consistent with:</p> <ul style="list-style-type: none"> • The certified hours of care • Statutes and regulations on excused and unexcused absences • Regulations regarding documentation of attendance <p>(5 CCR 18065 and 18066)</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> • For the family files selected, review: <ul style="list-style-type: none"> — The family data file containing the certified hours of care — The children’s sign-in/sign-out documents and the Enrollment and Attendance Register (Form CD-9400) or comparable agency-adopted form — Documentation for excused absences — Written policies regarding excused and unexcused absences and ten best interest days that are distributed to parents 	<ul style="list-style-type: none"> • Documentation exists to verify that the: <ul style="list-style-type: none"> — Family data file contains the certified hours of care. — Enrollment for the child reflects the certified parental need for services. — Attendance/absence of the child is accurately reported on the Enrollment and Attendance Register. — Attendance records of excused and unexcused absences are consistent with state regulations and required board-adopted policies. — The agency has limited the “best interest” excused absences to a maximum of ten days per child per fiscal year. This limitation is not applicable to recipients of child protective services. — Sign-in/sign-out sheets are completed by parent or person authorized to drop off or pick up child at the beginning and end of day. — Personnel have verified excused absences. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-C37 (FAPP, GAPP, F2AP, G2AP, G3TO, F3TO) The agency has written policies and procedures that inform licensed and license-exempt providers regarding:</p> <ol style="list-style-type: none"> 1. Excused and unexcused absences consistent with statute and regulation 2. Documentation of attendance 3. Reporting of excessive unexcused absences that exceed specified periods of time. <p>(5 CCR 18065 and 18066)</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> • Review the agency's written policies and procedures to determine whether required statements are distributed to licensed and license-exempt providers. 	<ul style="list-style-type: none"> • Written policies and procedures include statements on excused and unexcused absences and are consistent with statute and regulation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-C38 (FBRR, GFRR) The resource and referral agency has either co-located with the county welfare department or established a means of swift communication with the county welfare department.</p> <p>(EC 8352)</p>	<p>District or Agency</p> <p>.....</p> <ul style="list-style-type: none"> • Interview the program director and staff to determine whether the requirement is met. <p><i>ASK:</i></p> <p>Has the resource and referral agency co-located with the county welfare department?</p> <p>How do you ensure that the agency can establish swift communication with the welfare department?</p>	<ul style="list-style-type: none"> • Verification exists of the co-location of the resource and referral agency with an office of the county welfare department, <i>or</i> there is evidence of a means of swift communication between the resource and referral agency and the county welfare department. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consolidated Programs

Program Goals

NCLB, Title I, Part A—To ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency level on the state academic content standards adopted by the State Board of Education

NCLB, Title I, Private Schools (PS)—To improve Title I services for children attending private schools

NCLB, Title I, Compensatory Education Preschools (CEP) – To provide early intervention for children of poverty and those at risk of failing to reach proficiency on the state academic content and performance standards

NCLB, Title I, Part D, Neglected or Delinquent Program (N or D)—To assist students in meeting the same academic content standards as all other students in the state
To provide students with transition skills and knowledge necessary to participate effectively in society

NCLB, Title V, Part A—To improve elementary and secondary education in public and private, nonprofit schools

Title X, Part C, Homeless Education (HE)—To ensure students' equal access to a free, appropriate public education, including a public preschool, as provided to other children and youths

School-Based Coordinated Program (SBCP)—To provide school site flexibility in the use of certain state-funded categorical resources

State Compensatory Education (SCE)—To expand and improve the educational opportunities of educationally disadvantaged students to help them succeed in the regular program

School Improvement Program (SIP)—To encourage school improvements (K–12) through a collaborative decision-making process within the school community to meet the educational needs of students in a timely and effective manner

Miller-Unruh Reading Program (M-U)—To prevent and correct reading disabilities at the earliest possible time in the education of the student

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging state academic content and performance standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices that help students meet the state academic content and performance standards
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Consolidated Programs

I

Standards, Assessment, and Accountability

To ensure that all educational programs are based on high and challenging state academic content and performance standards and are accompanied by a process for monitoring and determining effectiveness

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-CON 1 (Title I, Title V, SCE, SIP, M-U, PS) As a condition for state approval of the consolidated application, an annual evaluation demonstrates that the program is effective under criteria established by the local governing board. (5 CCR 3942)	District <ul style="list-style-type: none"> • Review criteria established by the local governing board for determining the effectiveness of consolidated programs. • Review each school's academic performance and determine whether the school is meeting its expected academic performance index (API) and locally developed growth targets. • Review additional data that the district has compiled as part of its local accountability system to determine program effectiveness. • Interview district administrators. ASK: Has the local governing board established criteria to assess the extent to which consolidated programs are effectively meeting the needs of pupils? Has each school receiving consolidated program funding reached its growth targets for overall student performance and for numerically significant subgroups?	<ul style="list-style-type: none"> • Local board evaluation criteria are used to evaluate program effectiveness. • The results of the most recent annual evaluation demonstrate the effectiveness of each consolidated program. • School plans have been modified to improve programs identified as ineffective. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Site <ul style="list-style-type: none"> • Review school-level student achievement data and reports. • Review the results of the most recent annual evaluation of consolidated programs and the program modifications, if necessary. 				

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<ul style="list-style-type: none"> • Interview members of the school community. <p>ASK:</p> <p>To what extent are the results of the annual evaluation of consolidated programs aligned with the academic goals in the school plan?</p>				
<p>I-CON 2 (Title I) The local educational agency (LEA) prepares an annual LEA report card that includes:</p> <ul style="list-style-type: none"> • The number and percentage of schools identified for school improvement designation • How long the schools have been identified as needing school improvement • A comparison of the performance of students in the LEA on statewide academic tests with that of students in the state as a whole • Other information required by the state <p>The information is in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.</p> <p>The LEA disseminates the report card to:</p> <ul style="list-style-type: none"> • All schools in the district • All parents of students attending those schools • The public <p>The LEA disseminates the required information through an existing school accountability report card modified to meet the requirements of the law.</p> <p>(NCLB Act, Section 1111[h][2])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review the annual LEA report card. • Review the dissemination process for the LEA report card. • Interview district administrators. <p>ASK:</p> <p>What methods did the LEA use to disseminate the LEA report card?</p>	<ul style="list-style-type: none"> • The LEA's annual report card contains all the required elements and is widely disseminated. <p>Note: A district or school shall include in its annual district report card only data that are sufficient to yield statistically reliable information, as determined by the state, and that do not reveal personally identifiable information about an individual student.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>I-CON 3 (Title I) Each school identified for Title I Program Improvement (PI) has taken the following actions:</p> <ul style="list-style-type: none"> The school has revised its school plan in consultation with parents, the LEA, school staff, and outside experts. The school plan shall include specific annual, measurable objectives for continual and substantial progress of all students in meeting the state's proficient level of achievement. The school has submitted its revised plan to cover a two-year period to the local governing board for approval. The school has set aside no less than 10 percent of its Title I funds to improve the skills of staff through professional development. <p>The LEA has assisted the school in revising and implementing its school plan.</p> <p>(NCLB Act, Section 1116[b](3))</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the revised plan that was approved by the local governing board. Interview district administrators. <p>ASK:</p> <p>Has the school involved parents, school staff, and outside experts in planning program improvements?</p> <p>What assistance has the district provided to the school to improve achievement?</p> <p>Has the school incorporated scientifically based strategies to improve student achievement?</p> <p>Site</p> <ul style="list-style-type: none"> Interview members of the school community. <p>ASK:</p> <p>What assistance has the LEA provided to the school to improve student achievement?</p> <p>Who was involved in the school plan revision?</p>	<ul style="list-style-type: none"> The district has on file the revised two-year plan that was approved by the local governing board. Parent involvement in revising the two-year school plan is documented. Evidence exists that technical assistance has been provided to school staff and program planners. No less than 10 percent of the school's Title I allocation has been used for professional development. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-CON 4 (Title I) The LEA has provided all students enrolled in a Title I Program Improvement (PI) school with the option to transfer to a non-PI school in the school district. If all the schools in the district are PI, the district has established a cooperative transfer agreement with a neighboring LEA to the extent practicable.</p> <p>(NCLB Act, Section 1116[b](1)(E), Section 1116[b](9), Section 1116[b](10)(A), Section 1116[b](11))</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the notification that was sent by the district to parents notifying them of the transfer option. This option shall be provided no later than the first day of the school year following PI identification. Interview district administrators. <p>ASK:</p> <p>What is the process for informing parents of their right to transfer to a non-PI school?</p> <p>What is the process for ensuring that low-income students furthest away from meeting</p>	<ul style="list-style-type: none"> There is evidence of a process, including a letter, for informing parents of their right to transfer their child to a non-PI school. The LEA has a process in place for selecting for a transfer the low-income students who are furthest away from meeting standards. The LEA has a list of parents who chose to enroll their children in a non-PI school. The LEA has an agreement with a neighboring LEA to accept the enrollment of students from PI schools. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<p>the academic content standards are given priority for transferring?</p> <p>How does the district's open-enrollment policy affect students' opportunity to transfer to another school?</p> <p>How many parents opted to transfer their children to a non-PI school?</p>				
<p>I-CON 5 (Title I) The LEA has arranged for the provision of supplemental educational services to eligible students.</p> <p>If a Title I Program Improvement (PI) school fails to make adequate yearly progress, then a list of approved providers of supplemental educational services must be offered to low-income students. Parents of eligible students select the service provider.</p> <p>The minimum cost per child is the total Title I Part A allocation of the LEA divided by the number of low-income students in the district or the actual cost of the supplemental services.</p> <p>(NCLB Act, Section 1116[b][5][B], Section 1116[e])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review the agreements entered into by the school district with supplemental service providers. • Interview district administrators. <p><i>ASK:</i></p> <p>What is the process for evaluating the effectiveness of providers?</p> <p>If all students cannot be served, what is the process for ensuring that low-income students with the greatest academic need are given priority?</p> <p>Are the services provided secular in nature, neutral on religion, and nonideological in content?</p> <p>How does the service provider maintain the confidentiality of students receiving supplemental services?</p> <p>Site</p> <ul style="list-style-type: none"> • Interview members of the school community. <p><i>ASK:</i></p> <p>How many students are being provided with supplemental services?</p> <p>How are teachers and parents informed of the student's progress?</p>	<ul style="list-style-type: none"> • The LEA has on file agreements entered into with service providers. • The LEA has a process for ensuring timely reporting of student progress to parents and teachers. • The LEA has a process for ensuring the confidentiality of students being served. • The LEA has a process for evaluating the effectiveness of providers and for terminating agreements if providers' services are not meeting the goals and timelines set forth in the agreement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>I-CON 6 (Title I) If a Title I Program Improvement (PI) school fails to make adequate yearly progress, the LEA must spend 20 percent of its Title I Part A allocation on the provision of supplemental services and transportation costs unless a lesser amount is needed. From the total LEA allocation:</p> <ul style="list-style-type: none"> Five percent is set aside for transportation costs. Five percent is set aside for supplemental services. Ten percent is set aside for either transportation or supplemental services. <p>(NCLB Act, Section 1116[b][10], [e][6])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the LEA budget to determine the amount set aside for transportation costs and supplemental services. Interview district administrators. <p>ASK:</p> <p>What has been expended to date to pay for transportation costs and supplemental services?</p> <p>How many students are being served?</p>	<ul style="list-style-type: none"> Evidence exists that the LEA has budgeted the appropriate amount for supplemental services and transportation costs and that students are being served. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-CON 7 (Title I) If after a Title I Program Improvement (PI) school implements school choice and supplemental services and still fails to make adequate yearly progress, then the LEA shall take at least one corrective action required by the No Child Left Behind Act.</p> <p>(NCLB Act, Section 1116[b][7][C][iv])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Interview district administrators. <p>ASK:</p> <p>How will the LEA decide which corrective action(s) must be taken for PI schools that continually fail to make adequate yearly progress?</p>	<ul style="list-style-type: none"> There is evidence that the LEA has taken one or more of the appropriate corrective actions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-CON 8 (CEP) Each Title I program that is not an Even Start program or does not use the Even Start model complies with the performance standards established under Section 641A(a) of the Head Start Act.</p> <p>(NCLB Act, Section 1112[2][B], [c][3])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review data and the preschool plan to determine whether the Head Start or Even Start performance standards are addressed in the preschool program. 	<ul style="list-style-type: none"> Results of the annual review of student performance verify that the preschool program is effective at preparing students for successful entry into kindergarten. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>I-CON 9 (N or D) A comprehensive application has been developed and includes descriptions of:</p> <ul style="list-style-type: none"> Formal agreements with LEAs or other appropriate agencies Coordination with local schools Transition activities for students Coordinating of existing educational programs to meet the unique need of students Parental involvement, as appropriate Coordination with other federal, state, and local programs <p>(NCLB Act, Section 1423)</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> Review the application submitted to the California Department of Education (CDE). Interview the district administrator. <p>ASK:</p> <p>What procedures ensure that the program for students is coordinated to meet the unique needs of these students? How does the school coordinate with other local schools?</p> <ul style="list-style-type: none"> How are students' individual learning plans implemented? 	<ul style="list-style-type: none"> Evidence verifies the application was approved by CDE. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-CON 10 (N or D) An evaluation is conducted at least every three years to determine whether the program is effective in raising the performance of students in:</p> <ul style="list-style-type: none"> Educational achievement Credits toward promotion Transition to a regular program Completion of secondary school requirements Transition to higher education or vocational and technical schools, as appropriate <p>(NCLB Act, Section 1431[a])</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> Review evaluation data. Interview school staff. <p>ASK:</p> <p>What is the assessment policy for students?</p> <p>What is the average length of stay of students in your school?</p> <p>What criteria are used to determine subject/program effectiveness?</p> <p>How is your program designed to coordinate with local high schools?</p> <p>What is the process for evaluating credits on transcripts to determine whether they satisfy graduation requirements for a diploma?</p> <p>What system exists to provide students with preparation and testing for the GED (General Educational Development) test?</p> <p>What is the method for introducing students to career choices and employment opportunities?</p>	<ul style="list-style-type: none"> Program evaluation includes an assessment of a student's achievement, credits earned, the rates of student making the transition to vocational and technical schools, graduation rates, and job-training programs. There is an effective articulation system in place between the institution and district schools. Effective communication exists among the Probation Department, district school, and court school to track students' transition back into the regular school system. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-CON 11 (N or D) Funds may be used, as appropriate, to provide participants with the knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, higher education, dropout-prevention programs, and/or health and social services. (NCLB Act, Section 1424)	Site <ul style="list-style-type: none"> • Review financial records that reflect the allocation and expenditure of Title I N or D program funds. • Interview staff. ASK: What guidelines are used to determine the expenditure of N or D funds?	<ul style="list-style-type: none"> • Expenditure reports reflect appropriate use of N or D funds. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II

Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices that help students meet the state academic content and performance standards

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CON 12 (Title I) The following components are included in each schoolwide program (SWP): <ul style="list-style-type: none"> • A comprehensive needs assessment • Schoolwide reform/strategies • Instruction by highly qualified teachers • High-quality and ongoing professional development • Highly qualified teachers • Increased parental involvement • Plans to transition preschool children • A measure to include teachers in decisions • Effective, timely additional assistance for students who experience difficulty mastering the academic content standards 	Site <ul style="list-style-type: none"> • Observe classrooms. • Interview members of the school community. ASK: How did the results of the needs assessment determine the design and implementation of the program? Is the school meeting its Academic Performance Index (API) growth targets, both schoolwide and for all significant subgroups? What strategies are being used by the SWP to help all children meet the state academic content and performance standards? What ongoing evaluations are used to determine whether student needs are being met?	<ul style="list-style-type: none"> • Data from a comprehensive needs assessment form the basis of the Title I SWP. • Documentation verifies the broad involvement of staff and parents in the development of the SWP. • Data on students indicate they are meeting the state academic content and performance standards. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<ul style="list-style-type: none"> Coordination and integration of federal, state, and local resources <p>(NCLB Act, Section 1114[b])</p>	<p>How are services modified for those students who are not succeeding?</p> <p>What extended learning opportunities are offered to students?</p>				
<p>II-CON-13 (Title I, PS) Each targeted assistance school (TAS) program meets the following criteria:</p> <ul style="list-style-type: none"> Title I resources are used to help participants meet state academic content and performance standards. Planning for Title I activities is incorporated in the existing school plan. Effective instructional means and strategies that rely on scientifically based research strengthen the core academic program. Title I resources are coordinated with and support the regular education program. Highly qualified staff members provide instruction. Ongoing professional development is provided. Strategies to increase parental involvement are used. Title I resources are coordinated with other federal, state, and local resources. <p>(NCLB Act, Section 1115[c][1][A–H])</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> Review the school plan to verify that planned activities meet the content requirements. Review recent program evaluation results to determine the effectiveness of TAS programs. Interview members of the school community. <p>ASK:</p> <p>Are students who are receiving services making adequate yearly progress?</p> <p>Is the TAS program design included in the school plan?</p> <p>How are resources used to help participating students meet state academic content and performance standards?</p> <p>How often does the staff review the progress of students?</p> <p>How are services modified when the review indicates a lack of progress?</p>	<ul style="list-style-type: none"> The TAS program meets the stated criteria and is an integrated part of the school plan. Documentation verifies ongoing review of student progress and timely adjustments in program services as needed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CON 14 (M-U) Teaching performed by the credentialed reading specialist is directed toward preventing and correcting reading difficulties at the earliest possible time in the educational careers of the students being served. (EC 62000, 62000.2, 62002)	District <ul style="list-style-type: none"> Review district procedures for assessing and providing M-U services. Site <ul style="list-style-type: none"> Review students' records and work performance. Review the job description of the reading specialist. Observe the reading specialist in the classroom. Interview the reading specialist. ASK: What evidence do you have that students' reading difficulties are prevented or corrected? In what ways do you work with teachers to prevent students from having reading difficulties? What is the process used to identify student reading difficulties? How is the M-U program aligned with the core and compensatory reading programs? Is the M-U position co-funded with categorical program funds?	<ul style="list-style-type: none"> The M-U specialist's job description and student schedules verify that the M-U program operates within program guidelines. Data verify that the students who receive M-U services are overcoming assessed reading difficulties. If Title I Economic Impact Aid/State Compensatory Education funds or both are used to co-fund Miller-Unruh positions, the LEA has a letter of approval from the California Department of Education to allow such use. If School Improvement Program monies are used to co-fund Miller-Unruh positions, the school has a waiver from the State Board of Education. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III

Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-CON 15 (Title I, Title V, SBCP, SCE, SIP, M-U, CEP) Programs using consolidated program funds do not isolate or segregate students on the basis of race, ethnicity, religion, gender, or socioeconomic status.	Site <ul style="list-style-type: none"> Observe students in classrooms and other facilities. 	<ul style="list-style-type: none"> Documentation (e.g., class lists, procedures related to classroom assignments) verifies that programs using consolidated program funds do not isolate or segregate students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
(U.S. Constitution, Fourteenth Amendment; California Constitution, Article I, 7[a]; GC 11135; 42 USC 2000d; 5 CCR 3934)	<ul style="list-style-type: none"> Interview staff. <p><i>ASK:</i></p> <p>How are classroom assignments determined?</p> <p>What is the composition of the classes?</p> <p>Do the criteria for classroom assignments result in isolation, segregation, or tracking?</p> <p>At the elementary level—Students may be temporarily assigned to a location other than the regular classroom in accord with a comprehensive diagnostic assessment but only until the diagnosed need has been alleviated.</p> <p>At the secondary level—Students may be assigned to a special class for the equivalent of one or more periods, if such assignment is based on a comprehensive diagnostic assessment of the students’ needs. The assignment will end when the diagnosed need has been met as determined by assessments and exit criteria.</p>				
<p>III-CON 16 (Title I, PS, CEP) Eligible children, including children who are economically disadvantaged, disabled, migrant, or English learners (EL), are identified by the school as failing or most at risk of failing to meet the state content and performance standards on the basis of several educationally related objective criteria.</p> <p>Note: Children from preschool through grade two are selected solely on the basis of such criteria as the teacher’s judgment, interviews with parents, and developmentally appropriate measures.</p> <p>(NCLB Act, Section 1115[b][1][B])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review several educationally related objective selection criteria. <p>Site</p> <ul style="list-style-type: none"> Review additional criteria used to select eligible children. Interview members of the school community. <p><i>ASK:</i></p> <p>How are economically disadvantaged children, migrant children, English learners, and children with disabilities determined to be eligible for program services?</p>	<ul style="list-style-type: none"> Evidence verifies that several educationally related objective criteria are used in selecting program participants. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-CON 17 (Title I, Title V, PS) Services are provided to eligible children in private schools on an equitable basis. (NCLB Act, Section 1120[a][1])	District <ul style="list-style-type: none"> • Review the program design and expenses for services to private school students. • Interview district administrators. ASK: Were private school staff and parents involved in determining program services for private school students? How do the services compare in quantity and quality with those in the public schools? What procedures have been established to serve eligible Title I students who attend private schools located outside the district's boundaries?	<ul style="list-style-type: none"> • The program design and budget for each private school receiving funds under Title I or Title V provide equitable services for private school students. • Documentation verifies LEA consultation with private school representatives (e.g., results of questionnaires, polls, or needs assessments; meeting notices, agendas, and reports; notices to parents, staff, and administrators requesting involvement; minutes of representative committees appointed to make recommendations for Title I and Title V programs). • Evidence verifies that the LEA has established specific procedures to identify and serve students in private schools located outside the LEA's boundaries (e.g., interdistrict agreements, correspondence inviting private schools to participate). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-CON 18 (Title X, Part C (HE)) The school district has implemented a coordinated system for ensuring that homeless children and youths: <ul style="list-style-type: none"> • Are advised of their choices (continue in the school of origin or enroll in the neighbor- 	District <ul style="list-style-type: none"> • Review the district procedures for: <ul style="list-style-type: none"> — Identifying homeless children and youths — Enrolling homeless children and youths 	<ul style="list-style-type: none"> • The district has a clearly understood process for locating and advising parents, enrolling students, diagnosing strengths and weaknesses, and providing access to comparable services. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>hood public school, according to the child's best interest).</p> <ul style="list-style-type: none"> • Are immediately enrolled. • Are promptly provided with comparable services (state and federal programs, vocational and technical education, gifted and talented education, school nutrition), including transportation to allow homeless children to exercise their choices of schools. <p>(NCLB Act, Title X, Part C, Subtitle B, Section 722[e][3][E][i], Section 722[g][3][A])</p>	<ul style="list-style-type: none"> — Assessing the academic ability of homeless children and youths — Providing access to comparable services — Informing homeless parents of their rights regarding their child's education • Interview district administrators. <p>ASK:</p> <p>What is the process the district uses to identify homeless children and youths?</p> <p>How does the district inform homeless parents of their rights regarding their child's education?</p> <p>What are the district's procedures for enrolling homeless children and youths?</p> <p>How does the district assess homeless children's and youths' academic ability?</p> <p>How does the district provide homeless children and youths with access to comparable services?</p> <p>Site</p> <ul style="list-style-type: none"> • Interview site administrators. <p>ASK:</p> <p>What is the process the district uses to identify homeless children and youths?</p> <p>How does the district inform homeless parents of their rights regarding their child's education?</p> <p>What is the district's procedure for enrolling homeless children and youths?</p> <p>How does the district assess the academic ability of homeless children and youths?</p> <p>How does the district ensure that homeless children and youths have access to comparable services?</p>				

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-CON 19 (Title X, Part C [HE]) The district has adopted a policy with practices to ensure that: <ul style="list-style-type: none"> Homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. Transportation for homeless children and youths is provided, at the request of the parent or guardian, to and from the school of origin for as long as the children or youths are homeless. (NCLB Act, Title X, Part C, Subtitle B, Section 722[g][1][J][i], [iii])	District <ul style="list-style-type: none"> Review the district policy on homeless children and youths. Interview the district administrator. <i>ASK:</i> How was the board policy created? When was the board policy adopted? What is the district's policy on homeless children and youths? 	<ul style="list-style-type: none"> The district has a board-approved policy on homeless children and youths, a clearly delineated and implemented plan for ensuring that homeless children and youths are not stigmatized nor segregated. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-CON 20 (Title X, Part C [HE]) The district has designated an appropriate staff member as a local educational agency liaison for homeless children and youths, who ensures that: <ul style="list-style-type: none"> Homeless children and youths are identified through coordination activities with other entities and agencies. Homeless children and youths enroll in, and have a full and equal opportunity to succeed in, school. Homeless families, children, and youths receive educational services for which they are eligible, including preschool programs; referrals to health care services, dental services, mental health services; and other appropriate services. Parents or guardians are informed of available educational opportunities and other related opportunities and are pro- 	District <ul style="list-style-type: none"> Review the Local Educational Agency Plan. Review copies of notices that the district posts to notify homeless families of their educational rights. Interview the district administrator. <i>ASK:</i> What is your school district's program for identifying homeless children and families, for notifying parents or guardians about available services, and for providing services? What is the district's procedure for mediating enrollment disputes? Have there been any enrollment disputes in the district? Interview the district liaison for homeless children and youths. 	<ul style="list-style-type: none"> The Local Educational Agency Plan describes procedures regarding how to best serve homeless children and youths. The district and the site have notification documents for parents and distribute them appropriately. There is a dispute-resolution process in place that ensures immediate enrollment of homeless children and youths during the process. There is evidence of referrals to medical services. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>vided with meaningful opportunities to participate in the education of their children.</p> <ul style="list-style-type: none"> Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services (e.g., schools, family shelters, soup kitchens). Enrollment disputes are mediated in accord with the law. Parents or guardians are fully informed of all transportation services and are assisted in gaining access to transportation to the school they have selected. <p>Note: Staff member may also be coordinator for other federal programs.</p> <p>(NCLB Act, Title X, Part C, Subtitle B, Section 722[g][1][J][i], [iii]; Section 722[g][3][E])</p>	<p>ASK:</p> <p>What is the process you use to identify homeless children and families?</p> <p>What is the process for making referrals to medical services?</p> <p>What means do you use to inform parents or guardians of available services?</p> <p>What opportunities are available for parents or guardians to participate in the education of their children?</p> <p>Where do you post notices of the educational rights of homeless children and youths?</p>				

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>IV-CON 21 (Title I, SBCP, PS) The district offers substantial opportunities for professional development that significantly elevate the quality of instruction and enable all children to reach a level of proficiency on challenging state academic content and performance standards.</p> <p>(20 USC 6320[a][1]; EC 44670.3, 52853; NCLB Act, Section 1001[10])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Interview district administrators. <p>ASK:</p> <p>How are professional development activities tied to helping students to meet state academic content and performance standards?</p>	<ul style="list-style-type: none"> For Title I, evidence verifies that professional development activities improve the teaching of academic subjects, improve student achievement, support LEA and school plans, draw on resources from all sources, and identify and eliminate gender and racial bias in materials and teaching practices. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
IV-CON 21 (Continued)	Site <ul style="list-style-type: none"> Interview the site administrator and school staff. <p><i>ASK:</i></p> <p>Are Title I professional development programs developed with the involvement of teachers, principals, and other staff?</p> <p>What information and research were used to determine the professional development activities?</p>				
IV-CON 22 (Title I, PS, CEP) As part of the Local Educational Agency Plan, the district shall develop a plan to ensure that all teachers assigned to teach core academic subjects in the school district are highly qualified no later than the end of the 2005-2006 school year. (NCLB Act, Section 1119[a][3])	District <p>.....</p> <ul style="list-style-type: none"> Review the Local Educational Agency Plan or, prior to the creation of the plan, the component that ensures that all teachers teaching in core academic subjects in the school district are highly qualified by no later than the end of the 2005-2006 school year. 	<ul style="list-style-type: none"> There is a district plan or the district is able to document that it is creating a plan to ensure that all teachers who are assigned to teach academic subjects in the school district are highly qualified by no later than the end of the 2005-2006 school year. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
V-CON 23 (Title I, PS, CEP) The LEA has adopted a parental involvement policy that meets the requirements of Title I. The written policy, developed jointly with parents of participating students, describes how the district will:	District <p>.....</p> <ul style="list-style-type: none"> Review the results of the annual parental involvement policy evaluation. Interview staff and parents. <p><i>ASK:</i></p> <p>Who participated in the development of the Local Educational Agency Plan?</p>	<ul style="list-style-type: none"> The district parental involvement policy meets state and federal requirements. Evidence verifies that parents of the Title I students (preschool through grade twelve), were involved in the development of the district policy and agreed to the policy. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<ul style="list-style-type: none"> Involve parents in the joint development of the Local Educational Agency Plan and the process of school review and improvement. Provide the coordination and technical assistance necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Build the schools' and parents' capacity for strong parental involvement. Coordinate and integrate Title I parental involvement activities with parental involvement strategies under other programs. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of schools. Use the findings to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies. Involve parents in the activities of the schools served. <p>(NCLB Act, Section 1118[a])</p>	<p>Who is participating/has participated in the annual evaluation to determine whether parent participation has increased?</p> <p>What are some ways in which you see the parental involvement policy implemented?</p> <p>How have the evaluation findings been used to improve parental involvement policies at the district and school levels?</p> <p>What parental involvement activities exist in your site/district that improve student academic achievement? What activities improve school performance?</p>	<ul style="list-style-type: none"> Evidence verifies that the district parental involvement policy has been distributed to parents of Title I students. <p>Note: If a district has a district-level parental involvement policy that applies to all parents, it may be amended to meet Title I requirements.</p>			
<p>V-CON 24 (Title I, PS, CEP)</p> <p>The school has jointly developed a written school parental involvement policy with parents of participating children and distributed it to parents. The policy is agreed on by the parents and describes the means for meeting the parental involvement requirements.</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> Review the school parental involvement policy. Interview members of the school community. <p>ASK:</p> <p>Who participated in developing or amending the school parental involvement policy?</p>	<ul style="list-style-type: none"> The school's parental involvement policy meets federal requirements. Evidence verifies that the parents of Title I students were involved in the planning, review, and improvement of programs for educationally disadvantaged students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>V-CON 24 (Continued)</p> <p>The policy achieves the following results:</p> <ul style="list-style-type: none"> At an annual meeting, parents of children participating in the Title I program are informed of the school's participation in the program, school requirements, and their right to be involved. Parents are involved in an organized, on-going, and timely way in the planning, review, and improvement of Title I programs. Parents of participating children are provided with: <ul style="list-style-type: none"> — Timely information — School performance profiles and their child's individual assessment results — An explanation of the curriculum, the assessment forms used to measure student progress, and the levels of proficiency students are expected to meet — Opportunities for regular meetings to formulate suggestions and to respond in a timely manner to the suggestions made by parents <p>(NCLB Act, Section 1118[b](1), [c][1–5])</p>	<p>What parental involvement activities at the school improve student academic achievement and school performance?</p> <p>Was there an annual meeting of parents of participating Title I students?</p> <p>Have parents received timely information about the Title I program and their child's progress?</p>	<ul style="list-style-type: none"> Evidence verifies that the school's parental involvement policy has been distributed to parents of Title I students. Documentation verifies that an annual meeting of parents of Title I participants has been held and that parents have been informed of their children's participation in the Title I program and provided an explanation of program requirements. 			
<p>V-CON 25 (Title I, PS, CEP) A written school-parent compact has been developed with the parents of participating Title I students explaining how parents, school staff, and students will share responsibility for improved student academic achievement.</p> <p>(NCLB Act, Section 1118[d])</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview members of the school community. <p>ASK:</p> <p>Who was involved in the development of the school-parent compact?</p> <p>How does the school communicate with parents regarding the progress of their children?</p>	<ul style="list-style-type: none"> The Title I school-parent compact describes the responsibilities of the school, the parent, and the student for improved child's achievement. Evidence verifies that parents are frequently notified of their students' progress. Evidence verifies that the school has established two-way communication with parents. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
		<ul style="list-style-type: none"> Private schools: The compact is an agreement with the parent, the school district, and the student. The private school may be involved in an advisory capacity in the development of the compact. 			
<p>V-CON 26 (Title I, PS, CEP) The LEA has notified parents that they may request the following information:</p> <ul style="list-style-type: none"> Information on the level of achievement of the child in each of the required state academic assessments, grades two through eleven. Timely notice that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified Qualifications of teachers and para-professionals providing instruction <p>(NCLB Act, Section 1111[h][6])</p>	<p>District</p> <ul style="list-style-type: none"> Review parent-notification letters regarding student achievement. Review parent-notification letters regarding services performed by a teacher who is not highly qualified. Interview district administrators. <p>ASK:</p> <p>What is the LEA's procedure for informing parents of their child's achievement in each of the required state academic assessments?</p> <p>What is the LEA procedure for informing parents that their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified?</p> <p>Site</p> <ul style="list-style-type: none"> Review parent-notification letters regarding student achievement and the services performed by a teacher who is not highly qualified. Interview site administrators. <p>ASK:</p> <p>What is the district's procedure for informing parents of their child's achievement and their teacher's qualifications?</p> <ul style="list-style-type: none"> Interview parents. 	<ul style="list-style-type: none"> There is a system for notifying parents of the achievement of their children in each of the required state academic assessments. There is a system for notifying parents when their children have been taught for more than four weeks by a teacher who is considered not highly qualified. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-CON 26 (Continued)	<p><i>ASK:</i></p> <p>During this past year have you asked for and received information on how your child is doing on the state academic assessments?</p> <p>During this past year have you asked for and received any notices on the qualifications of your child's teacher?</p>				
<p>V-CON 27 (Title I) The LEA has provided written notification to all parents about the designation of a school identified as a Program Improvement (PI) school. The notification is in a format and, to the extent practicable, in a language that the parents can understand. This notification includes the following information:</p> <ul style="list-style-type: none"> What PI status means in comparison with other schools in the district and state. The reasons for the PI status What the school is doing to address the problems of achievement What the district and state are doing to help the school How the parent can become involved in helping to improve the student achievement The parents' option to transfer their child to a non-PI school in the district with transportation costs provided by the district The parents' option to obtain supplemental educational services for their eligible student <p>(NCLB Act, Section 1116[b][6])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the notification sent to parents to ensure that the required information is provided to them in a format and language that parents can understand. Interview district administrators. <p><i>ASK:</i></p> <p>How are parents of students in PI schools notified about the identification of the school as PI?</p> <p>Site</p> <ul style="list-style-type: none"> Interview the site administrator and parents. <p><i>ASK:</i></p> <p>How are parents involved in helping to improve student achievement and to change the school's PI status?</p>	<ul style="list-style-type: none"> Evidence exists that a written notification was sent promptly to parents informing them about the PI status of the school and explaining various aspects and options available to parents. The written notification is in a format and, to the extent practicable, and in a language that parents can understand. There is evidence that parents were given the option to transfer their student to a non-PI school. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CON 28 (SBCP) Local board policies regarding School-Based Coordinated Programs (SBCP) ensure the following results:</p> <ul style="list-style-type: none"> The school site council (SSC) may decide whether the school participates in an SBCP. The school site council makes necessary modifications annually to the school plan and establishes a budget. School plan modifications and budgets are recommended by the SSC and approved by the local governing board. <p>(EC 52852.5, 52855)</p>	<p>District or Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview members of the SSC. <p>ASK:</p> <ul style="list-style-type: none"> If applicable, did the school site council vote to begin or discontinue participation in the SBCP? 	<p>.....</p> <ul style="list-style-type: none"> Documentation exists regarding the governing board's annual approval of the school plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CON 29 (SBCP, SIP) The membership of the SSC consists of the following persons selected by their peers:</p> <ul style="list-style-type: none"> In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers constitute a majority of the first group. In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents. Classroom teachers constitute the majority of the first group; students make up one-half of the second group. <p>(EC 52012, 52852, 62002.5)</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> Review the current membership of the SSC. Review the selection process and records. Interview SSC members. <p>ASK:</p> <p>How were you selected to be a member of the SSC?</p>	<p>.....</p> <ul style="list-style-type: none"> Documentation verifies that the SSC members were selected by their peers. Documentation verifies that SSC membership requirements have been met. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CON 30 (SBCP, SIP, EL, SCE, M-U) Each school plan was developed and updated annually by the school site council with the review and advice of all applicable school advisory committees. (EC 44670.5[b], 52853, 52858.5, 64001[a][c])	Site <ul style="list-style-type: none"> Review the minutes of SSC meetings to verify that the SSC annually updates the school plan and proposes the related expenditures. Verify that applicable advisory committees were consulted in the development of the plan. 	<ul style="list-style-type: none"> Evidence verifies that the advisory committees provided suggestions in the development of the school site plan and modifications to that plan. Evidence exists that the SSC developed and recommended the school plan to the local governing board. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-CON 31 (Title I, TV, SIP, SCE, M-U) At each school that operates a program funded through the consolidated application, the school site council has developed a school plan that contains: <ul style="list-style-type: none"> Objectives and activities aligned with school goals to improve student achievement. School goals based on analysis of verifiable state data A description of how funds will be used to improve academic performance The means of evaluating the progress of programs toward accomplishing those goals The means by which state and federal laws governing the programs will be implemented <i>Note:</i> Schools participating in the SBCP must include the following content in the school plan: <ul style="list-style-type: none"> The curricula, instructional strategies, materials, and auxiliary services to meet the assessed needs of all students, including: <ul style="list-style-type: none"> Limited-English-speaking students Educationally disadvantaged students Gifted and talented students Students with exceptional needs (EC 64001[f], 52853[a][2]; 5 CCR 3930)	District and Site <ul style="list-style-type: none"> Review the assessment process and results for all students, including numerically significant subgroups. Verify that planned instructional and auxiliary services are based on the documented needs of students, including at-risk students, to meet state academic achievement standards. Interview curriculum and evaluation staff and the school site council. ASK: How current are your assessment data? What needed changes in curriculum and instructional practice are indicated by an analysis of variable state data? What are the special needs of at-risk students? What criteria does the school site council use to ensure that planned services are educationally sound and meet the assessed needs of at-risk students? Do planned activities meet the criteria?	<ul style="list-style-type: none"> The school plan includes activities that are based on sound educational theory and that respond to the academic needs of all students, including at-risk students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CON 32 (Title I, SBCP, SIP, SCE, M-U, NPS, PS, CEP) The school plan provides staff development consistent with the requirements of these programs and with goals and objectives contained in the school plan.</p> <p>(20 USC 6314[b][1][D], 6315[c][1][G]; EC 52853[3], 64001[f]; 5 CCR 3933)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Verify that planned staff development activities provide training in the skills and understandings necessary for effective delivery of planned services. • Interview the school site council. • Interview district staff development personnel. <p><i>ASK:</i></p> <p>What criteria are used to ensure that planned staff development builds the requisite capabilities to deliver effective instructional and auxiliary services?</p> <p>Do planned activities meet the criteria?</p>	<ul style="list-style-type: none"> • The plan contains a description of staff development activities needed by teachers, other personnel, and parents to effectively implement planned improvements to the instructional program. • Planned staff development activities are based on an assessment of the school's capability to implement planned improvements to the instructional program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CON 33 (Title I, SBCP, SIP, SCE, M-U, PS, CEP) The school plan contains the proposed expenditures of all state and federal funds allocated to the school in the amounts contained in the current consolidated application, Part II.</p> <p>(EC 52800, 52853[6][7]; 5 CCR 3939, 3947)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Compare consolidated application school allocations with school plan budgets to verify that schools are fully funded. • Verify that proposed expenditures are clearly related to the purposes of their fund sources and are necessary for the implementation of planned activities. • Verify that any centralized service costs attributed to the school are budgeted and described in the school plan. 	<ul style="list-style-type: none"> • School plan budgets reflect the school allocations for all funding sources in the consolidated application. • Proposed expenditures clearly relate to the purposes of their funding source and planned activities to meet specific goals. • Proposed centralized services are budgeted and described. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CON 34 (Title I, HE) The Local Educational Agency Plan is coordinated with NCLB programs, IDEA, Carl D. Perkins Vocational and Technical Education Act of 1998, and the McKinney-Vento Homeless Assistance Act (NCLB, Title X, Part C).</p> <p>(NCLB Act, Section 1112[a][1])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review the Local Educational Agency Plan. • Interview district administrators. <p><i>ASK:</i></p> <p>What process does the district use to coordinate the required programs in preparing the Local Educational Agency Plan?</p>	<ul style="list-style-type: none"> • The plan describes and coordinates all federal programs in a comprehensive manner. • The plan coordinates state and local programs, as appropriate. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-CON 35 (HE) The Local Educational Agency Plan contains a description of the services to be provided for homeless children, including the services provided with reserved Title I, Part A funds (<i>a district shall “reserve such funds as are necessary from Title I, Part A, to provide services comparable to those provided to children in schools funded under NCLB, Title I, Part A, Section 1113[c][3]</i>)</p> <p>(NCLB Act, Section 1112(b)[1][O])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review the Local Educational Agency Plan. • Interview district administrators. <p>ASK:</p> <p>What services for homeless students is the district providing with Title I, Part A funds?</p> <p>What services for homeless students is the district providing with other funds?</p> <p>How do the services provided assist students in reaching proficiency on challenging state academic content standards and state academic assessments?</p>	<ul style="list-style-type: none"> • The plan is based on data, formulated to meet local needs, and structured to provide the maximum amount of assistance to students in reaching a level of proficiency on challenging state academic content standards and state academic assessments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-CON 36 (Title I PS) The district maintains records of affirmations signed by officials of participating private schools that the required consultation has occurred.</p> <p>(NCLB Act, Section 1120[b][4])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review the Title I program description/plan signed by appropriate private school officials. • Interview district staff. <p>ASK:</p> <p>How does the district ensure that the consultation includes all the required elements (e.g., program development, timing, service delivery, parental involvement, and evaluation)?</p> <p>Did district administrators meet with the private school officials prior to developing the Title I program?</p>	<ul style="list-style-type: none"> • Evidence verifies that the district has conducted a timely and meaningful consultation with the officials of private schools participating in the Title I program, and statements signed by the private school officials are on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII

Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VII-CON 37 (Title I, HE) The district reserves such Title I, Part A funds as are necessary to provide services to homeless children that are comparable to those provided to children in Title I, Part A-funded schools. The district is to serve the following groups:</p> <ul style="list-style-type: none"> Homeless children who do not attend participating schools. The district is to provide educationally related support services to children in shelters and other locations where children live. Children in local institutions for neglected children If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs <p>(NCLB Act, Section 1113[c][3][A])</p>	<p>District</p> <ul style="list-style-type: none"> Review the budget documents. Interview district administrators. <p><i>ASK:</i></p> <p>What is the district's process to determine the amount of funds that are "necessary" for the district to provide services to all homeless students?</p> <p>Are these calculated to provide the maximum amount of assistance in helping students to reach proficiency on challenging state academic content standards and state academic assessments?</p>	<ul style="list-style-type: none"> Funds are reserved for homeless children. The reservation is based on a plan driven by local data and the needs of the local homeless children. The plan is structured to provide the maximum amount of assistance to students in reaching a level of proficiency on challenging state academic content standards and state academic assessments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VII-CON 38 (Title I) If the district receives \$500,000 or more in Title I, Part A funds, it shall reserve no less than one percent of the allocation to carry out parental involvement activities, including promoting family literacy and parenting skills.</p> <ul style="list-style-type: none"> Parents of children receiving services under this part shall be involved in the decisions regarding how funds are allotted for parental involvement activities. No less than 95 percent of the funds reserved shall be distributed to Title I schools. <p>(NCLB Act, Section 1118[a][3])</p>	<p>District</p> <ul style="list-style-type: none"> Review the consolidated application, Part II, and budget documents. Interview district administrators. <p><i>ASK:</i></p> <p>What process is used to involve Title I parents in decisions regarding how funds are allotted for parental involvement activities?</p> <p>How were funds allocated to the district and the various Title I schools?</p>	<ul style="list-style-type: none"> If the district receives \$500,000 or more in Title I, Part A funds, it sets aside one percent for parental involvement. Parents of Title I students are involved in planning the parental involvement activities and in deciding how the funds will be spent. Ninety-five percent of the parental involvement funds reserved by the district are distributed to schools. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VII-CON 38 (Continued)	Site <ul style="list-style-type: none"> • Review budget documents. • Interview site administrators. <p>ASK:</p> <p>What is the process used to involve Title I parents in decisions regarding how funds are allotted for parental involvement activities?</p> <ul style="list-style-type: none"> • Interview Title I parents. <p>ASK:</p> <p>How were you involved in deciding how Title I funds were budgeted for parental involvement activities?</p>				
VII-CON 39 (Title I, Title V, SIP, SCE, PS) At least 85 percent of the of School Improvement, Title I, and Economic Impact Aid (state compensatory education and English learners) funds are spent at school sites for direct services to students. One hundred percent of the apportionment for Miller-Unruh Basic Reading Program funds must be used for the employment of a credentialed reading specialist. (EC 62002, 63001)	District and Site <ul style="list-style-type: none"> • Review the inventory and invoices. District <ul style="list-style-type: none"> • Review the expenditure records of the specified program. • Interview the project coordinator. <p>ASK:</p> <p>How do you control expenditures so that at least 85 percent of the funds are spent at schools on direct services to children?</p>	<ul style="list-style-type: none"> • Expenditure records verify that at least 85 percent of consolidated program funds are spent at school sites for direct services to students. • The school plan budgets for each program reflect school allocations contained in the consolidated application, Part II. • Centralized services costs for each program plus indirect costs and other administrative costs are no greater than 15 percent. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII-CON 40 (Title I, Title V, SCE, SIP, M-U, PS, CEP) Staff, contracts, materials, supplies, and equipment paid for with consolidated programs funds supplement, and do not supplant, the basic education program. (20 USC 6322[b][1], 7371[b]; EC 52034[i], 52168[a], 52852.5[c], 54142, 62002, 64001[f])	District <ul style="list-style-type: none"> • Review the current consolidated application, Part II. • Verify that school allocations from the consolidated application reflect the total proposed expenditures in school plans. 	<ul style="list-style-type: none"> • Documentation (e.g., job descriptions, program budgets, invoices for program expenditures, conference purchase orders, travel claims) verifies that staff, contracts, materials, supplies, and equipment paid for with consolidated programs funds supplement the basic education program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p><i>Note:</i> Time accounting is not required for persons jointly funded by Title I SWP and state funds under SBCP.</p> <p>(EC 52853[a][7])</p>	<ul style="list-style-type: none"> • Verify that staff funded by consolidated application sources perform the duties for the proportion of time appropriate to the funding sources. • Review a sample of contracts and purchase orders. • Review the district process for approving contracts and purchase orders. • Interview the project coordinator. <p><i>ASK:</i></p> <p>What criteria are used to determine that proposed expenditures for staff, materials, equipment, and supplies paid for with consolidated application funds are supplementary to the core program?</p> <p>Site</p> <ul style="list-style-type: none"> • Interview staff regarding the use of equipment, materials, and supplies purchased with consolidated application funding. • Examine the use of such purchases. <p><i>ASK:</i></p> <p>Are equipment, materials, and supplies purchased with consolidated application funds used to improve the academic performance of all pupils and to meet specific goals in the school plan?</p>	<ul style="list-style-type: none"> • Duty statements and time-accounting records for project staff document appropriate duties and proportion of work time. • Interviews and observation verify that categorical program expenditures are supplementary and appropriate to the funding source. 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VII-CON 41 (Title I, Title V, SCE, SIP, M-U, PS) Actual expenditures match the proposed expenditures in the school plan and are used to improve the academic performance of all pupils to the level of performance goals as established by the Academic Performance Index (API).</p> <p>(20 USC 6322[b][1], 7371[b]; EC 44671.4[a], 52034[i], 52168[a], 52852.5[c], 54142, 62002)</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review a sample of expenditures. • Interview the consolidated programs coordinator and district fiscal officer to verify that district fiscal practices prevent unauthorized expenditures. <p><i>ASK:</i></p> <p>What process is used to verify that purchase orders and salaries from consolidated application sources match the proposed expenditures in the school plan?</p> <p>Site</p> <ul style="list-style-type: none"> • Interview members of the school site council and the principal to verify that school-level fiscal practices prevent unauthorized expenditures. • Review a sample of purchase orders. • Interview staff regarding the use of equipment, materials, and supplies provided through the school plan and determine whether the expenditures were used to improve the academic performance of all pupils. 	<ul style="list-style-type: none"> • Evidence exists that consolidated programs expenditures for staff, contracts, materials, supplies, and equipment match the proposed expenditures in the approved school plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VII-CON 42 (Title I, Title V) The LEA maintains control of funds and title to materials, equipment, and property purchased with such funds and used at private schools.</p> <p>(20 USC 6321[c][1])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review expenditures of program funds. • Interview district administrators. <p><i>ASK:</i></p> <p>How are items purchased for use in private schools labeled and inventoried?</p>	<ul style="list-style-type: none"> • Invoices and inventory of equipment purchased with Title I and Title V funds and used with private school students verify LEA control. • Equipment and materials are labeled with the name of the district, the program, and an identification number. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VII-CON 43 (Title I, Title V, PS) Equitable funds are allocated for services to students in private schools. (NCLB Act, Section 1120[c])	District <ul style="list-style-type: none"> • Review measures used to determine the number of students from low-income families. • Review budgeted amounts for Title I and Title V services to students in private schools. • Interview district staff. ASK: What measures does the district use to identify low-income students for public schools? For private schools? If you use different measures for each type of school, how do you ensure equitable services are provided?	<ul style="list-style-type: none"> • Evidence verifies that funds allocated for Title I services to students in private schools are calculated at the per pupil amount of the school of residence. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educational Equity

Program Goal

To ensure equal rights and opportunities for **all students** by promoting educational equity and eliminating discrimination and harassment on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability in programs and activities conducted by local educational agencies that receive or benefit from federal or state financial assistance

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

- *Education Code* (EC) Division 1, Chapter 2, Educational Equity
- *Government Code* (GC) sections 11135 through 11139
- Title II of the Elementary and Secondary Education Act
- Title IIA of the Vocational Education Act (PL 94-492)
- Title V of the *California Code of Regulations*, Chapter 5.3, Section 4900 et seq.
- Title IV of the Civil Rights Act (CRA) of 1964 at 42 USC (*U.S. Code*) 2000c et seq.
- Title VI of the Civil Rights Act of 1964 at 42 USC 2000d et seq.
- Title IX of the Education Amendments of 1972 at 20 USC 1681
- 28 CFR Part 35; 34 CFR Part 100, 104, 106 et seq.
- Section 504 of the Rehabilitation Act of 1973

Because the methodology of the CDE validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

***Note:* From 1994-1995 through 2002-2003, this instrument was formerly called the Gender Equity instrument.**

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Educational Equity

Program Goal: To ensure equal rights and opportunities for **all students** by promoting educational equity and eliminating discrimination and harassment on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability in programs and activities conducted by local educational agencies that receive or benefit from federal or state financial assistance

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-EE1 The Academic Performance Index shall be used to measure the academic performance of pupils and to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. (EC 200, 220; EC 51228, 52055.625, 52050–52052)	District and Site <ul style="list-style-type: none"> Review programs for inclusion in the following: <ul style="list-style-type: none"> Academic materials and instruction Awards and scholarships Assessment and support Teacher professional development Interview students, parents, teachers, coaches, administrators, and counselors. ASK: How do you ensure that equity is implemented through the testing system? How do you use test results with parents or guardians and students to design and implement plans that identify and meet the needs of failing or at risk students? Do you share test results in the parents' primary language? Review descriptions and enrollment statistics of all courses, checking especially for participation of a diverse group of students across gender and ethnicity in math; science; computers/ technology; home economics; health, physical, industrial, business, vocational, 	<ul style="list-style-type: none"> Gender and race counts are available for all classes (on the Class Load Analysis Report [MST 13] or the School Administrative Student Information [SASI] system). Data on student participation in curricular and after-school academic activities are disaggregated by race and gender. Documentation is available to demonstrate that testing results are shared with parents and guardians with an explanation of the purpose and intended use of the results. Expectant and parenting students have access to the same testing and follow-up as do all other students to obtain support and guidance to address curricular and after-school opportunities for student improvement. Honors designation is conferred regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Counseling, outreach, and supplemental materials are used to improve the performance of all students and those data shall be used to address any bias on the basis of sex, sexual 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-EE1a The standards-based achievement test will be administered to each pupil and the individual results will be reported in writing to the pupil's parent or guardian. The written report shall include a clear explanation of the purpose of the test, the pupil's score, and its intended use by the school district. (EC 60641, 60642)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<p>technical, music education; and advanced placement courses.</p> <ul style="list-style-type: none"> • Review applications, group counseling offerings, student interest surveys, and the use of test results and other data to refine and or redesign course offerings or process. • Review programs designed for pregnant or parenting students to ensure that such programs are not discriminatory and compare the equity of options for pregnant or parenting students with those for students who are not pregnant or not parents. 	orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.			

II

Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-EE2 No teacher shall give instruction nor shall a school district sponsor any activity that reflects adversely upon persons on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.</p> <p>(Title IX, 106.31[a], 106.41, 106.51[a], 106.34, 106.4; Title V, Ch. 5.3; EC 200, 220; EC 51500; 5 CCR 4900, 4920, 4921, 4925, 4940; GC 11138)</p> <p>II-EE2a No textbook or other instructional materials shall be adopted that contains any matter reflecting adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry.</p> <p>(Title V, Ch. 5.3; EC 200, 220; EC 51226.5, 51500, 51501, 51510–51513)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review programs for inclusion of all persons in the following areas: <ul style="list-style-type: none"> — Academic materials and instruction — Awards and scholarships — Assessment and support — Teacher professional development • Interview students, parents, teachers, coaches, administrators, and counselors. <p>ASK:</p> <p>How do you ensure that diversity and multiculturalism are integrated throughout your curricular and extracurricular activities?</p>	<ul style="list-style-type: none"> • Evidence exists that all students regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability have equal access and are aware of their option to participate in any course or program of their choice. • Expectant and parenting students are not coerced into entering or excluded from any program or activity unless the student voluntarily chooses to participate in a special program and the LEA can demonstrate that the alternative program is equitable. • The language of recruitment materials of all school courses and programs is inclusive. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-EE2b Textbooks and instructional materials used shall identify important roles and contributions of both men and women, Black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.</p> <p>(Title V, Ch. 5.3; EC 200, 220; EC 51204.5, 51226.5, 51500, 51501, 51510)</p>	<p>How do you allocate funding to ensure that the needs of each LEA and student are addressed in an equitable manner?</p> <p>How do you work with parents or guardians and students to assess, redesign, and implement culturally sensitive plans and strategies to meet the needs of the diverse student population served in your district/school?</p> <ul style="list-style-type: none"> • Observe classes, programs, and activities. • Review course descriptions, textbooks, supplemental materials, lesson-plans, and enrollment statistics of all courses, checking especially for participation of a diverse group of students across gender in math; science; computers/ technology; home economics; health, physical, industrial, business, vocational, technical, music, and adult education; and advanced placement courses. • Review applications, group counseling lists, student interest surveys, and results. • Review programs for pregnant or parenting students to ensure that such programs are not discriminatory and compare options for pregnant or parenting students with those of students who are not pregnant or not parents for educational equity. • Review recruitment materials, including daily bulletins. 	<ul style="list-style-type: none"> • Honors designation is conferred regardless of students' sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. • Counseling, outreach, and recruiting methods and materials are used to increase the enrollment of all students, and those data shall be used to address any bias on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability to address imbalances in classes and activities traditionally dominated by any group. • Handbooks on course selection encourage all students to register and explore nontraditional options. • Data by gender and race are available for all classes (on the Class Load Analysis Report [MST 13] or the School Administrative Student Information [SASI] system). • Data on student participation in clubs, sports, and other extracurricular activities are disaggregated by ability, gender, and race and are used to design recruitment strategies for inclusion. • Career guidance materials and displays avoid depictions of any stereotypes and feature diversity of males and females in nontraditional roles. • Expectant and parenting students have access to the same quality curricular and extracurricular activities, sports, and athletics programs as all other students do. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>II-EE3 All students shall receive grade-appropriate instruction in the adopted course of study as identified and required by law and shall meet all requirements for graduation.</p> <p>(EC 51200, 51210, 51212, 51220)</p>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
		<ul style="list-style-type: none"> Honors designation is conferred regardless of students' sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. 			

III

Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-EE4 Students and employees are not excluded on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability issues from participation in any educational program, curricular or extracurricular, including all sports and other activities, denied the benefits of participation, or subjected to harassment or other forms of discrimination in such programs. (Title IX, 106.31[a], 106.41, 106.51[a], 106.34, 106.4; Title V, Ch. 5.3; EC 200, 220; EC 33031, 51204.5, 51228, 51500; 5 CCR 4900, 4920, 4921, 4925, 4940; GC 11138)	District and Site <ul style="list-style-type: none"> Review programs for equity toward all students in the following areas: <ul style="list-style-type: none"> Academic materials and instruction Awards and scholarships Extracurricular activities/sports Research, data collection Career/technical education and all nontraditional courses/activities Hiring, promotions, Affirmative Action plan, salaries Interview students, parents, teachers, administrators, coaches, and counselors. ASK: How do you ensure that equity is implemented throughout your LEAs? How do you allocate funding to address the needs of each LEA and student? 	<ul style="list-style-type: none"> Evidence exists that all students have equal access to all programs regardless of their sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Expectant and parenting students are not coerced into entering or excluded from any program or activity unless the student voluntarily chooses to participate in a special program, and all alternative programs are equitable. The language of recruitment materials of all school curricular and extracurricular activities and programs is inclusive. The district Affirmative Action policy and annual reports are in compliance. District salary schedules, extra duty pay, and hiring and promotion practices are equitable. Honors designation is conferred regardless of students' sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-EE4 (Continued)	<p>How do you work with parents or guardians and students to design and implement plans that identify and meet the needs of failing or at-risk students?</p> <ul style="list-style-type: none"> • Observe selected classes, programs, and activities. • Review descriptions and enrollment statistics of all courses, checking especially for participation of a diverse group of students across gender in math; science; computers/technology; home economics; health, physical, industrial, business, vocational, technical, music, and adult education; and advanced placement courses. • Review applications, group counseling lists, student interest surveys, and results. • Review programs for pregnant or parenting students to ensure that such programs are not discriminatory and compare options for pregnant or parenting students with those of students who are not pregnant or not parents. • Review recruitment materials, including daily bulletins. 	<ul style="list-style-type: none"> • Counseling, outreach, and recruiting methods and materials are used to increase the enrollment of every underrepresented group in classes with disproportionate enrollments. • Handbooks on course selection encourage all students to register and increase awareness of student options across programs and activities. • Data disaggregated by gender and race are available for all classes (on the Class Load Analysis Report [MST 13] or the School Administrative Student Information [SASI] system). • Data on student participation in clubs and other extracurricular activities reflect the diversity of the student body. • Career guidance materials and displays avoid stereotypical depictions and feature a diverse representation of males and females in nontraditional professional roles. • All students regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability have an equal opportunity to participate in traditionally male-only sports offerings, such as football, wrestling, water polo, and baseball. 			
III-EE5 Pregnant students and parenting male or female students are not excluded from participation in their regular school programs, any comprehensive school programs, or other programs or classes available to other students in the same school, including but not limited to, honors classes, advanced placement classes, magnet programs, vocational education	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review programs and curriculum. • Observe classes. • Interview administrators, counselors, teachers, and previously and/or currently enrolled pregnant and or parenting students. 	<ul style="list-style-type: none"> • Participation in a specialized program is completely voluntary and available to all female and male students. • Schools and districts can demonstrate that specialized programs are comparable and equitable to regular school programs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>courses, and arts courses. If a student voluntarily participates in a specialized program for pregnant and parenting teens, the program is comparable to that offered to nonpregnant and nonparenting students.</p> <p>(Title IX, 106.40 [3]; Title V, Ch. 5.3; EC 51220.5)</p>	<p>ASK:</p> <p>How do you ensure that all pregnant and parenting students have access to the same quality curricular and extracurricular programs and activities and that equity exists at your LEA?</p> <p>What handouts do you provide pregnant and parenting students and their parents or guardians to help them understand their educational options?</p>	<ul style="list-style-type: none"> Participants in programs for pregnant and parenting students have access to all curricular and extracurricular programs and activities; receive appropriate supplemental services; and receive coherent and coordinated services. 			
<p>III-EE6 The LEA ensures that naming of courses or activities and scheduling are done in a manner that avoids the separation of students on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.</p> <p>III-EE6a When a particular class contains a substantially disproportionate number of students of one group, necessary action is taken to ensure that such disproportion is not the result of discriminatory counseling or appraisal materials. Disproportions on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability are corrected, when feasible, through recruitment efforts, master and individual schedule changes, and any other means possible to ensure equitable access.</p> <p>(OCR Guidelines V-B; Title IX, 106.36[c]; Title V, Ch. 5.3; 5 CCR 4940; EC 200, 220)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> Review gender and race counts for all classes by using the master schedule. Review the course title, course description, content, and supplementary materials. Interview students, counselors, teachers, administrators, and schedulers. <p>ASK:</p> <p>What action plan have you designed and implemented to address equitable access to and increased awareness of courses with disproportionate enrollments at your LEA?</p> <p>How do you recruit students and stimulate interest in courses with disproportionate enrollments at your LEA?</p>	<ul style="list-style-type: none"> Schools and districts can demonstrate that counseling methods do not tend to discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Strategies are being designed and implemented to correct disproportionate enrollments in any course. Disproportionate enrollments in programs and individual course sections are corrected by studies conducted to determine whether students are in programs that are traditional for their gender and/or race by choice, by lack of knowledge of their options, or by the encouragement of site personnel. Guidance counselors make efforts to increase students' awareness of courses that are not traditionally selected by students based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability and encourage students to so choose. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-EE6b Students are provided with counseling and guidance that is not discriminatory on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Counselors do not share more information with some students and less with others, urge students to enroll in particular classes, career programs, or activities on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Counseling is conducted in coeducational inclusive groups, as prescribed by law.</p> <p>(OCR Guidelines V-B; Title IX, 106.36[a], 106.38; Title V, Ch. 5.3; 5 CCR 4930; EC 200, 220)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview counselors, parents, and students. <p><i>ASK:</i></p> <p>How do counselors share information with student?</p> <p>Do enrollments in nontraditional courses reflect counselors' efforts to increase student awareness that these courses are available to them and they will not be entering a hostile environment as a result of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability?</p> <p>What handouts do you share with students to inform them of availability and access to nontraditional courses?</p> <p>How do you work with parents or guardians and students to design and implement plans that identify and meet the needs of failing students?</p> <ul style="list-style-type: none"> Review all group counseling lists. Review any counseling and guidance materials available or given to students. 	<ul style="list-style-type: none"> Equal access to information and guidance opportunities is provided to all students. Counseling groups are formed on the basis of topics and are coeducational except when issues of human sexuality are discussed. The groups are not segregated on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Counselors will provide expectant and parenting minors and their parents, guardians, or non-relative caregivers with written comparable educational options to identify choices of expectant and parenting students. Materials regarding educational choices are disseminated in the primary language of expectant/parenting students and in English. Counselors keep records of consent forms signed by both expectant and parenting students and their parents, guardians, or nonrelative caregivers to identify their educational choices. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-EE7 All physical education (PE) classes are conducted in the coeducational, inclusive manner prescribed by law. All students have equal access to all PE courses and meet the legal minimum requirement of time spent in physical education.</p> <p>III-EE7a Elementary and middle schools shall provide all students with 200 minutes of physical education (PE) instruction each ten school days. Elementary grades shall use an</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> Observe classes. Tour the facilities. Interview teachers, coaches, administrators, and students. <p><i>ASK:</i></p> <p>How do you ensure that each student meets the legal requirement for physical education: 200 minutes for elementary/middle school students</p>	<ul style="list-style-type: none"> Students participate together in coeducational physical education classes. Free-choice offerings, including multiple options offered at the same time to students in a coed class, do not result in stereotypical separation (e.g., aerobics and dance for females, weight training and conditioning for males). The records show that all students participate in physical education a minimum of 200 minutes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>elementary PE specialist to develop model curriculum standards in PE for grades one to eight inclusive, provide technical assistance to teachers, and assist school districts in the development of their PE programs.</p> <p>III-EE7b Junior high and high schools shall provide all students with 400 minutes of PE instruction each ten school days. Students in grades ten, eleven, or twelve participating in driver training are exempt from PE and shall attend a minimum of 7,000 minutes of PE instruction during such school year.</p> <p>(Title IX, 106.33, 106.34; 5 CCR 4930, 4931, 4940; EC 200, 220, 221.5, 221.7, 231, 252, 51204, 51206, 51210, 51222, 51223, 60800; OCR Guidelines VI-D; Title 5, Ch. 5.3)</p>	<p>and 400 minutes for junior high and high school students, every ten days?</p> <p>What action plan have you designed and implemented to address equitable access to and increase awareness of courses and activities with disproportionate enrollments at your LEA?</p> <p>How do you recruit students and stimulate interest in courses with disproportionate enrollments at your LEA?</p> <ul style="list-style-type: none"> • Review class enrollments and the master schedule. • Review participation criteria. • Review recruitment materials, including daily bulletins. 	<p>(grades one through eight) or 400 minutes (grades seven through twelve) every ten days.</p> <ul style="list-style-type: none"> • Review the lesson plans, schedule, and enrollments for each teacher to verify the total minutes students spent in physical education, excluding recess and lunch period. • Lesson plans indicate that the requirement regarding the duration of time students spend in physical education is met within ten days, and the practice supports the documentation. (Note: High school students are required to enroll in physical education for a total of only two years between grades nine and twelve; hours requirements apply to the classes in which they are enrolled.) • All students have access to a high-quality, comprehensive, and developmentally appropriate physical education program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-EE8 All students have equal access to all athletic activities and are not excluded on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.</p> <p>III-EE8a All facilities and equipment provided for students are comparable and equitable to both sexes and without disparity or imbalance.</p> <p>III-EE8b No public funds shall be used for supporting any athletic program that does not provide equal opportunity to all students for participation and for equitable use of facilities,</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Observe classes. • Tour the facilities. • Interview teachers, coaches, administrators, and students. <p>ASK:</p> <p>What action plan have you designed and implemented to address equitable access to and increase awareness of athletic activities with disproportionate enrollments at your LEA?</p> <p>How do you recruit students and stimulate interest in athletic activities with disproportionate enrollments at your LEA?</p>	<ul style="list-style-type: none"> • Facilities that are separate are also comparable, and all athletic facilities are equally maintained and serviced (clean and operational). • Fairness of use prevails when the facilities are shared between sexes. • A comparability study has been conducted for all facilities built before 1975. Results indicate both sexes have comparable access to available space, and scheduling is comparable. • All females have an equal opportunity to participate in traditionally male-only sports offerings, such as football, wrestling, water polo, and baseball. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-EE8b (Continued) equipment, uniforms, fields, cheerleaders, and support staff and coaches' time. (Title IX, 106.33, 106.34; 5 CCR 4930, 4931, 4940; EC 200, 220, 221.5, 221.7, 231, 252, 51210, 51222, 51223, 60800; OCR Guidelines VI-D; Title 5, Ch. 5.3)	Have the LEAs in your district examined their athletic programs using the three-prong test? How do LEAs use data from the comparability study to ensure that student interests are being addressed in an equitable manner? <ul style="list-style-type: none"> • Review athletic participation criteria. • Review recruitment materials, including daily bulletins. 	<ul style="list-style-type: none"> • Expectant and parenting students shall not be excluded from and shall have an equal opportunity to participate in all extracurricular activities, intramural, interscholastic, or club athletics. 			

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-EE9 High-quality professional development activities designed by district and school personnel are conducted to support instructional practices leading to high achievement by students and include strategies for identifying and eliminating bias on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Educators' instructional strategies demonstrate sensitivity to the diversity of pupil needs, learning styles, talents, and levels of development. Educators motivate and inspire California's pupils to become capable, responsible citizens in a multicultural democracy. (20 USC 6320; PL 103-382, 1119[a][1][b][1][A][E]; EC 44669, 58901, 58905.2, 58905.5; 5 CCR)	District and Site <ul style="list-style-type: none"> • Interview administrators, teachers, students, and staff. ASK: Do you have a professional development plan that offers administrators, faculty, and staff strategies and practices to identify and eliminate discrimination and bias (based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability) at your LEA? What process do you have in place to ensure that equity is addressed to identify and to eliminate bias (based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability) across the curriculum? 	<ul style="list-style-type: none"> • Evidence exists of ongoing or recurrent professional development activities (e.g., fliers, agendas, sign-in lists) that support effective instructional strategies to identify and eliminate bias based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. • Training includes information for staff and students on nondiscrimination, harassment, sexual harassment, same-sex sexual harassment, and prevention and intervention strategies. • Training includes specific strategies for serving pregnant and parenting students through programs integrated into the regular curriculum or special programs that do not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<ul style="list-style-type: none"> Review the professional development plan and materials to identify strategies included to identify and eliminate bias based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability, [a plan] which provides considerations in the classroom or other educational settings. 	<p>national origin, religion, color, and mental or physical disability.</p> <ul style="list-style-type: none"> In district professional development planning, efforts are made to identify and use current research on how bias, based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability, affects equal access to education and to find the most effective strategies in eliminating that bias and its effects. Issues of educational equity are integrated and infused throughout professional development activities. Administrators, staff, teachers, and volunteers understand that the law forbids disparate treatment of students on the basis of their sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Training is extended to all classified and certified staff on school sites. 			

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-EE10 All parents and guardians have the right to become mutually supportive education partners in policy development without bias on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or	<p>District and Site</p> <ul style="list-style-type: none"> Interview administrators, teachers, staff, and parents. <i>ASK:</i> Do you have a professional development plan that offers parents strategies and practices to 	<ul style="list-style-type: none"> Evidence exists of ongoing or recurrent professional development activities (e.g., fliers, agendas, sign-in lists) that support effective instructional strategies to identify and eliminate bias based on sex, sexual orientation, gender, 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p>V-EE10 (Continued)</p> <p>physical disability and all parents have the right to information and to understand the environment of the public education system.</p> <p>(EC 51100–51102)</p>	<p>identify and eliminate discrimination and bias based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability at your LEA or site?</p> <p>What role does parent participation play at your school, and what are you doing to increase parental involvement across programs so parents understand the importance of creating an inclusive environment based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability?</p> <ul style="list-style-type: none"> • Review parental involvement across programs and documentation to help parents understand educational equity issues based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability for considerations in the classroom or other educational settings. 	<p>ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.</p> <ul style="list-style-type: none"> • Training or meetings include sharing information with parents and students on nondiscrimination, harassment, sexual harassment, same-sex sexual harassment, including prevention, intervention, and antibullying strategies. • Training or meetings include sharing specific strategies for serving pregnant and parenting students through programs integrated into the regular curriculum or special programs that do not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. • In district planning, efforts are made to identify and use current research on how bias (based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability) affects equal access to education and the most effective strategies to eliminate that bias and its effects. • Issues of educational equity are integrated and infused throughout professional development activities; administrators, staff, teachers, and volunteers understand that the law forbids disparate treatment of students on the basis of their sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. 			

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-EE11 The LEA has board-approved policies on nondiscrimination and harassment based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. The LEA has a process for notifying students, parents, employees, applicants, unions, and professional organizations holding collective bargaining and professional agreements with the LEA, and the general public about policies on nondiscrimination and harassment and the complaint process prior to the beginning of each school year. The LEA's statement regarding policies on nondiscrimination and harassment and a description of the complaint process are prominently displayed in each announcement, bulletin, catalog, and application form made available to any person seeking admission to or employment with the LEA. The disseminated materials contain the name, office address, and telephone number of the LEA's Title IX coordinator. The LEA's policies on nondiscrimination and harassment and description of the complaint process are posted in prominent locations, including staff lounges and student government meeting rooms.</p> <p>(Title IX, 106.8[a], 106.9[a, b]; Title V, Ch 5.3; Title VI-Part 10; 5 CCR 4960; EC 200, 220, 221.5, 231.5, 260)</p>	<p>District and Site</p> <ul style="list-style-type: none"> • Review the written policy and minutes of LEA governing board meeting at which the policy was adopted. • Review materials that have been disseminated to students, parents, staff, and applicants. • Interview the Title IX coordinator, administrators, faculty, staff, students, parents, and volunteers. <p>ASK:</p> <p>How do you ensure that all employees, students, volunteers, parents, and guardians receive the LEA's policies on nondiscrimination and harassment?</p> <p>What training do you provide to ensure that all employees, students, volunteers, parents, and guardians understand the LEA's policy on nondiscrimination and harassment?</p> <ul style="list-style-type: none"> • Determine the process of dissemination for students, parents, staff, and applicants. • Verify that the materials have been disseminated to students, parents, staff, and applicants. • Identify the Title IX coordinator and his or her address and telephone number. • Review recruitment materials, job announcements, advertisements, and job application forms. • Review parent information booklets, newsletters, or handbooks. • Tour the site and identify posting sites. • Ensure that a copy of the written policy is available upon request. 	<ul style="list-style-type: none"> • Policies on nondiscrimination and harassment addressing sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability, including information on the process of filing a complaint, are readily available. • Policies on nondiscrimination and harassment are adopted by the school/district board, and the procedures of the complaint process are included in regular annual notifications to parents, staff and student handbooks, and student and staff orientation packets. Such policies are explained to students in an age-appropriate manner. • Policies on nondiscrimination and harassment include the name, office address, and telephone number of the Title IX coordinator; the name of the Section 504 compliance officer; and a description of the complaint process in accordance with Title VI-Part X. • The district's adopted policies on nondiscrimination and harassment and description of the complaint process are prominently displayed. <p>Prominent location is defined as a location where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-EE12 Every LEA has a written policy approved by the school board on sexual harassment that includes information on the procedures for reporting charges of sexual harassment and for pursuing available remedies. The LEA provides notification to students and employees regarding its policy prohibiting sexual harassment, including same-sex sexual harassment. The LEA and school sites display the written policy on sexual harassment, including the procedures of the complaint process, in prominent locations and publications disseminated to employees, students, and their families. The LEA's written policy on sexual harassment, including same-sex sexual harassment, is provided as a part of all orientation programs for new K–12 students, staff, faculty, and administrators at the beginning of each school session, as applicable.</p> <p>Sexual harassment means “unwelcome advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual setting, under any conditions.”</p> <p>Prominent location is defined as a location where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted.</p> <p>(Title IX, 106.8[a, b]; Title V, Ch. 5.3; Title VI-Part 10; 5 CCR 4600-4671, 4915, 4916, 4917, 4960, 4963; EC 212.5, 231.5, 235, 260, 262.3[b]; Title IX, 106.8 [a])</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Interview the Title IX coordinator, administrators, faculty, staff, students, parents, and volunteers. <p><i>ASK:</i></p> <p>How do you ensure that all employees, students, volunteers, parents, and guardians receive the LEA's policy on sexual harassment?</p> <p>What training do you provide to ensure all employees, students, volunteers, parents, and guardians understand the LEA's policy on sexual harassment?</p> <ul style="list-style-type: none"> • Find the location where the policy is posted. • Determine whether the policy is posted in a prominent location. • Review the LEA's policy. • Review the board minutes. • Review the LEA's complaint procedures, including: <ul style="list-style-type: none"> — Investigation of the complaint in a timely manner — Written report of findings and disposition of the complaint • Review student orientation agendas, materials, and any other evidence of presentations. • Review complaint files at the district office. • Review complaint records at school sites. • Review information notification packets sent to parents, including non-English packets, where applicable. • Determine whether the policy provides the complainant with adequate information regard- 	<ul style="list-style-type: none"> • Rules forbidding sexual harassment and procedures for filing complaints of sexual harassment, harassment, and sex discrimination are clearly outlined and intelligible. Methods for pursuing remedies are included in the procedures. • Employees and students are knowledgeable of the policy on sexual harassment, including same-sex sexual harassment; each person understands the meaning and implications of the policy. • Evidence exists that employees and students have received appropriate written notification of the policy. • The policy is in a visible location and is easy to find and read. • The Title IX coordinator's name and telephone number are prominently displayed. • The policy on sexual harassment is disclosed at orientation sessions held at the beginning of the school session. • <i>All</i> new students in kindergarten through grade twelve receive the policy, which is written to be clearly understandable to the age group, during orientation sessions; the general student body also receives this information annually. • Orientation is conducted for all non-English-speaking K–12 students in a language they understand. • Orientation is modified to be understandable when presented to special education students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	ing the conduct of the investigation (e.g. confidentiality, timelines, witness interviews, right to be free from retaliation).				
<p>VI-EE13 The LEA conducts investigations of complaints of discrimination, harassment, and sexual harassment in accord with its complaint procedure guidelines and maintains all records of complaints of discrimination and sexual harassment filed by students and employees. The LEA makes known in appropriate published materials the procedures for filing a complaint about all issues of discrimination, harassment, and sexual harassment.</p> <p>(EC 212.5, 231.5, 262.3[b]; Title IX, 106.8[a, b]; Title V, Ch. 5.3; Title VI- Part 10; 5 CCR 4600–4671)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Interview the Title IX coordinator and principal. • Interview selected staff responsible for conducting investigations of complaints of discrimination and sexual harassment. <p><i>ASK:</i></p> <p>How do you ensure that all employees, students, volunteers, parents, and guardians understand the LEA’s complaint process for filing reports on discrimination and sexual harassment?</p> <p>What procedure does the LEA implement to ensure that the party involved in filing a complaint is protected from retaliation and assured of confidentiality?</p> <ul style="list-style-type: none"> • Review complaints filed to determine whether: <ul style="list-style-type: none"> — Investigations are conducted in a manner that protects the privacy of the parties, keeps the facts confidential, and protects the complainant from retaliation. — Complainants are advised of all legal remedies. — Timelines are followed. — The complaint was resolved, and appropriate action, if any, was taken. • Review the board minutes. • Review the LEA’s complaint procedures, including: <ul style="list-style-type: none"> — Whether the investigation of the complaint is conducted in a timely manner 	<ul style="list-style-type: none"> • The complaint process is documented in readily available informational materials. • The policy on sexual harassment is disseminated annually to staff members, students, and parents. • Staff members are aware of and understand the content and enforcement of the policy. • The complete policy on sexual harassment is included in all regulatory publications. • The policy on harassment is disclosed at orientation sessions held at the beginning of each school session. • <i>All</i> new students in kindergarten through grade twelve receive the policy, which is written to be clearly understandable to the age group, during orientation sessions. • Orientation is conducted for all non-English-speaking K–12 students in a language they understand. • Orientation is modified to be understandable when presented to special education students. • All complaints are documented and forwarded to the appropriate administrator of the school district office in a timely manner, and timelines are followed. • Harassment and sexual harassment files may be housed in discipline files <i>if</i> cross-referenced to the victim’s file. • Victims’ rights are protected in the system used. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-EE13 (Continued)	<p>— Written report of findings and disposition of the complaint</p> <ul style="list-style-type: none"> • Review informational materials. • Review student and employee handbooks. • Review the complaint form, if the LEA has a complaint form, to determine whether the form is easy for students, parents, and employees to fill out. • Determine whether the policy provides the complainant with adequate information regarding the conduct of the investigation (e.g., confidentiality, timelines, witness interviews, right to be free from retaliation). 	<ul style="list-style-type: none"> • Complaints of a hostile environment are properly identified as harassment and/or sexual harassment, not as inappropriate behavior/language, and appropriate action is taken to eliminate the hostile environment. • The complaint process is documented in readily available informational materials. • Investigations are conducted in a manner that protects the privacy of all parties, keeps the facts confidential, and protects the complainant from retaliation. • Complainants are advised of <i>all</i> available legal remedies. • The complaint procedures ensure the following: <ul style="list-style-type: none"> — A prompt and equitable resolution — Timelines for filing a discrimination complaint (not to exceed six months from the alleged occurrence or when knowledge was first obtained) — Protection of all complainants and witnesses from retaliation — Confidentiality except when necessary to provide due process rights and effectuate a remedy for unlawful conduct — The name, address, and telephone number of the Title IX coordinator (included in the description of the complaint process) — Information to students on the right to appeal to CDE, where applicable, or to pursue civil law remedies or do both — Information to employees on the right to file a complaint with the California Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission concurrently with their complaint to the LEA 			

VII

Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VII-EE14 All funding for curricular and extracurricular activities, sponsored events, facilities, equipment, and all materials for students and employees are used to equitably support students and employees without bias on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability.</p> <p>(EC 47630-47632; 52048; 5 CCR)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview administrators, teachers, parents, and staff. <p><i>ASK:</i></p> <p>How do you allocate funding to meet the needs of each LEA and student?</p> <p>How do you ensure that funding allocation practices are equitable and why is it important?</p>	<ul style="list-style-type: none"> Evidence exists of ongoing or recurrent professional development activities (e.g., fliers, agendas, sign-in lists) that support effective use of resources that serve students equitably on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. Training includes specific strategies for effectively serving pregnant and parenting students through programs integrated into the regular curriculum or special programs that do not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gifted and Talented Education (GATE)

Program Goal

To identify gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated learning opportunities that meet the students' particular abilities and talents

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

(EC 52200[a], [c], 52208, 52209[b]; 5 CCR 3820[f], 3830[j][7–8], 3831[g], [j])

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Gifted and Talented Education (GATE)

Program Goal: To identify gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated learning opportunities that meet the students' particular abilities and talents

I Standards, Assessment, and Accountability

To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-GATE1 The quality of programs meets the specific needs and requirements of gifted and talented pupils as specified in EC 52200(c). Academic components shall be included in all program offerings. (5 CCR 3831[g])	District or Site <ul style="list-style-type: none"> • Review assessment data based on multiple measures disaggregated for the GATE program. • Review the district or site evaluation of the program's effectiveness. • Compare student achievement with district curriculum standards. • Interview teachers, parents, and students. ASK: How are student achievement data collected and used for program development and implementation?	<ul style="list-style-type: none"> • Students receive an appropriately differentiated curriculum that is offered through part-time grouping, clustering, or special day classes; supplemental services, such as independent study, acceleration, or enrichment, may also be offered. • Student achievement data are being collected for program development, implementation, and evaluation. • Challenging opportunities are available for pupils whose demonstrated abilities exceed the content of the differentiated curriculum. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-GATE2 The district GATE program provides a differentiated curriculum and varied learning opportunities and environments (based on the assessed needs of its identified pupils)	District or Site <ul style="list-style-type: none"> • Review the GATE plan or local improvement plan (LIP) for the district and site plans for 	<ul style="list-style-type: none"> • Options are being implemented as described in the GATE or school site plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>that extend pupils' abilities, sensitivities, judgment, thinking skills, and self-concepts.</p> <p>(EC 52200[c]; 5 CCR 3831[jj])</p>	<p>school-based coordinated program (SBCP) schools.</p> <ul style="list-style-type: none"> • Review student needs assessment data. • Interview the GATE coordinator. <p>ASK:</p> <p>Are student needs and interests considered when the staff is planning the program?</p> <ul style="list-style-type: none"> • Interview the school principal. <p>ASK:</p> <p>Are the teaching strategies you observe appropriate in meeting the needs of gifted students?</p> <ul style="list-style-type: none"> • Interview parents. <p>ASK:</p> <p>How do you know the core curriculum is being expanded for your student?</p> <ul style="list-style-type: none"> • Interview students. <p>ASK:</p> <p>Do you receive more work than do non-GATE students or do you receive work that is different from that of non-GATE students in your classroom?</p> <ul style="list-style-type: none"> • Interview GATE and regular education teachers and counselors. <p>ASK:</p> <p>What are some strategies you use to add depth and complexity to the core curriculum?</p> <ul style="list-style-type: none"> • Observe classrooms. • Review lesson plans. 	<ul style="list-style-type: none"> • Students' needs are the basis of program planning. • The social and emotional needs of gifted students are considered. • Teaching strategies are appropriate for meeting the identified, unique needs of gifted students. • The common core curriculum is expanded to accelerate pacing and add levels of complexity, depth, and novelty. • Students with above-grade-level achievement in reading and mathematics are provided with challenging assignments as evidenced in lesson plans. 			



Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-GATE3 The school district's identification criteria and procedures include a comprehensive look at each referred student's abilities and result in the full participation of gifted and talented students from varying economic, cultural, and linguistic backgrounds. (EC 52200[a]; 5 CCR 3820[f])	District or Site <ul style="list-style-type: none"> • Review the district GATE plan. • Interview the GATE coordinator. <i>ASK:</i> How does your process of identifying students for entering the GATE program allow equal access by all groups of students? • Interview principals, students, teachers, and parents. <i>ASK:</i> How are students referred for GATE identification? • Review district or school records on the race, ethnicity, and linguistic and cultural backgrounds of GATE students to determine whether major discrepancies exist between district or school enrollment and GATE identification. • Check the numbers and percentage figures of identified minorities. • Review records on the count of limited-English-proficient and fluent-English-proficient students. • Review participation records. • Review student identification records or the records of identification committee meetings. • Review the local improvement plan. 	<ul style="list-style-type: none"> • The process of identification ensures that pupils in the district have equal access to screening and referral. • Students are referred for identification from all schools and from all ethnic, cultural, and socioeconomic groups. • The identification process allows a comprehensive look at the student. • Decisions are not based on a single test score. • In-service training on identification is provided to all principals, teachers, and other staff. • All students have access to the programs that are the most appropriate for the students' abilities, interests, and needs regardless of the grades at which formal identification occurs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-GATE4 The school district has clearly defined requisite competencies for all teachers, including the ability to provide differentiated learning opportunities for GATE students. The district is implementing a professional development plan for all teachers based on an assessment of teachers' needs pertaining to GATE students. (EC 52212[a1]; 5 CCR 3830[j][7])	District or Site		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Interview the GATE coordinator and school principals. <i>ASK:</i> Is there a district plan for providing teachers with training in differentiation? • Review the written list of requisite teacher competencies and determine how the list is applied in the selection of personnel. • Review job announcements. • Review the needs assessment. • Review attendance records of attendees at in-service training. • Interview the GATE staff development person. <i>ASK:</i> In what ways do your teachers receive staff development aimed at meeting the needs of gifted students? Site <ul style="list-style-type: none"> • Interview teachers and parents. <i>ASK:</i> How are your needs met through staff development as you teach gifted students? 	<ul style="list-style-type: none"> • Written lists of staff competencies are used when selecting personnel, and the selection criteria and procedures for staff selection appropriate to meeting the needs of gifted learners are in place and are implemented. • The school district is implementing the staff development plan required for state approval of the district's application. • Teachers use staff development opportunities to improve instruction for GATE students. 			

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
V-GATE5 There is ongoing participation of parents of GATE pupils in GATE program planning and evaluation. (EC 52205; 5 CCR 3830[j][8])	District or Site <ul style="list-style-type: none"> • Interview the GATE coordinator, principals, and parents. <i>ASK:</i> What evidence is there of parental satisfaction with the program? • Review a schedule of meetings for parents of general education students and parents of GATE students. • Review the instruments used to solicit parents' opinions for the program evaluation. • Observe the use of parent volunteers in the classroom, school, or community to enhance and support the program. • Review files on parents' complaints and determine whether they were resolved appropriately. • Review district and site procedures for notifying parents of meetings and other opportunities to participate. 	<ul style="list-style-type: none"> • The school district has meetings throughout the year that involve parents in planning and evaluating the GATE program. • Parent surveys that demonstrate satisfaction with the program are available or are summarized. • Parents' opinions are considered in the evaluation and improvement of the program. • Parental involvement is solicited in the primary languages of the parents. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII

Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VII-GATE6 GATE expenditures (state GATE funds) are consistent with the budget and program description in the state-approved application, are related to the participation of GATE pupils, and are readily identifiable in the district's accounting records. (EC 52209[b])	District or Site <ul style="list-style-type: none"> • Review accounting and expenditure documents. • Compare expenditures to budgeted items. • Interview the GATE coordinator. ASK: How is GATE money disbursed? • Interview the site administrator. ASK: How is money spent to best benefit GATE students? • Observe the classroom for visible use of GATE expenditures. 	<ul style="list-style-type: none"> • The school district has readily identifiable accounting and expenditure records specifically for GATE. • Expenditures and budgeted items for the GATE program match. • Budgeted items and expenditures of GATE funds can be traced to the provision of GATE program services as described in the written plan. • Funds carried over from year to year are used for the GATE program. • The school district uses GATE funds for GATE students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HIV/AIDS Prevention Education

Program Goals

To ensure that pupils in grades seven to twelve, inclusive, receive AIDS prevention instruction at least once in junior high or middle school and once in high school

To ensure that local educational agencies provide ongoing training to enable AIDS instructors to remain current with new developments in the scientific understanding of AIDS and with new prevention education techniques

Key Dimensions

- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

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To ensure that local educational agencies provide ongoing training to enable AIDS instructors to remain current with new developments in the scientific understanding of AIDS and with new prevention education techniques

II

Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-HIV1 The LEA ensures that students receive instruction in prevention of human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) at least once in the middle grades and once in high school.</p> <p>Instruction must accurately reflect the latest information and recommendations of the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Science and include:</p> <ul style="list-style-type: none"> Information on HIV/AIDS and its effect on the human body Information on how HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection Discussion of methods to reduce the risk of HIV infection. Instruction shall emphasize sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use as the most effective means for AIDS prevention. 	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review policies and procedures for HIV/AIDS prevention instruction. Review policies and procedures for parent notification, including use of guest speakers in the classroom and at assemblies. Review district resources and materials to determine whether information is available for students on testing and medical care. Interview the program coordinator and/or members of the district health advisory committee. <p>ASK:</p> <p>Is there an adopted curriculum for HIV/AIDS prevention?</p> <p>What is the course content?</p> <p>Does instruction include skills development lessons?</p> <p>How many lessons/sessions are taught?</p> <p>What is the length of instruction?</p>	<ul style="list-style-type: none"> Evidence that HIV/AIDS prevention instruction is required at least once in middle school and once in high school. Evidence that the LEA has written policies and procedures for HIV/AIDS prevention instruction, parent notification, and resources for referral. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-HIV1 (Continued)</p> <p>Instruction shall also include statistics based on the latest medical information, the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection, and information on other methods that may reduce the risk of HIV transmission from intravenous drug use.</p> <ul style="list-style-type: none"> • Discussion of the public health issues associated with AIDS • Information on local resources for HIV testing and medical care • Development of refusal skills and effective decision-making skills to assist students in overcoming peer pressure and avoiding high-risk activities • Discussion of societal views on AIDS. Instruction shall emphasize compassion for persons suffering from debilitating handicaps and terminal diseases, such as AIDS. <p>(EC 51201.5)</p>	<p>What agencies do you collaborate with to provide instruction?</p> <p>In what class(s) is the instruction typically provided?</p> <p>What alternative educational activities are provided for students whose parents excuse them from HIV prevention instruction?</p> <p>Site</p> <ul style="list-style-type: none"> • Review curriculum and lesson plans. • Review site-level documentation to ensure compliance with district policies and procedures for parent notification, including use of guest speakers in the classroom and at assemblies. • Review school resources and materials to determine whether information is available for students on testing and medical care. • Review instructional material to determine its appropriateness for students of various ages and learning abilities, including those with special needs. • Review instructional material to determine whether it may be used effectively with students from a variety of ethnic, cultural, and linguistic backgrounds. • Interview teachers, nurses, curriculum specialists, counselors, students, parents, and other health educators. <p>ASK:</p> <p>What HIV/AIDS curriculum are you using?</p> <p>Does the curriculum/instruction address all seven components of the <i>Education Code</i>?</p>	<ul style="list-style-type: none"> • Evidence exists that HIV/AIDS instructors are using research-based curriculum and have developed lesson plans that address the seven areas of instruction specified in the <i>Education Code</i>. • Samples of student work and other evidence indicate that students have a basic understanding of HIV transmission, of activities representing the greatest risk for infection, information on local resources for testing and medical care, and practice in skills building. • Evidence exists that the materials and lessons are suited to the age and ability levels of students, including adaptations for special needs students. • Evidence exists that the materials and lessons are effective for a variety of ethnic, cultural, and linguistic backgrounds. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-HIV1 (Continued)	<p>Does the instruction include skills development lessons?</p> <p>How many lessons/sessions are taught?</p> <p>What is the length of instruction?</p> <p>What agencies do you collaborate with to provide instruction?</p> <p>In what class(s) is the instruction typically provided?</p> <p>What alternative educational activities are provided for students whose parents excuse them from HIV/AIDS instruction?</p> <p>Are the instructional materials appropriate for the age and learning abilities of the students, including students with special needs?</p> <p>Are the instructional materials used effectively with students from different ethnic, cultural, and linguistic backgrounds?</p>				

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
IV-HIV2 County offices of education and school districts, through regional planning, joint powers agreements, or contract services, shall cooperatively plan and conduct in-service training to all teachers and school employees who provide AIDS prevention instruction. This in-service training shall be conducted periodically to enable staff to remain current with new developments in the scientific understanding of	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review policies and procedures for ensuring that staff providing HIV/AIDS prevention instruction remain current on the most recent scientific developments in HIV/AIDS and new prevention education techniques. Review training announcement, fliers, and agendas. Review training materials. 	<ul style="list-style-type: none"> Evidence exists that training is offered and conducted. Evidence exists of training manuals, workshop agendas, training materials, and sign-in sheets. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-HIV2 (Continued) AIDS as well as with new prevention education techniques. (EC 51229.8)	<ul style="list-style-type: none"> • Interview program coordinator and/or members of the district health advisory committee. <p>ASK:</p> <p>How do you ensure teachers, nurses, counselors, and other health educators providing instruction have access to the most recent information, research, statistics, and so on regarding the HIV/AIDS epidemic, including new prevention education techniques?</p> <p>What staff development opportunities are offered to teachers, nurses, counselors, and other health educators who deliver HIV/AIDS prevention instruction?</p> <p>How often is HIV/AIDS training provided to teachers, nurses, counselors, and other health educators responsible for providing instruction to students?</p> <p>Who is responsible for providing this training?</p> <p>Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review materials (e.g., binders, handouts) provided at trainings and workshops. • Interview teachers, nurses, counselors, and other health educators responsible for providing HIV/AIDS prevention instruction to students. <p>ASK:</p> <p>What staff development opportunities are offered to you?</p> <p>How often is HIV/AIDS training provided to you?</p> <p>Who is responsible for providing this training?</p> <p>Whom do you contact for clarification or questions related to providing instruction?</p>	<ul style="list-style-type: none"> • Evidence exists that all staff members are given the opportunity to attend training. 			

Improving Teacher Quality State Grants, NCLB, Title II, Part A

Program Goals

To increase the academic achievement of all students by helping schools and school districts improve the quality of teachers and principals and ensure that all teachers are highly qualified. In exchange, LEAs that receive funds are held accountable to the public for improving student academic achievement.

To provide LEAs with the flexibility to use these funds creatively to address challenges to teacher quality whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school teachers

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

20 USC 6601–6650

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Improving Teacher Quality State Grants, NCLB, Title II, Part A

Program Goals: To increase the academic achievement of all students by helping schools and school districts improve the quality of teachers and principals and ensure that all teachers are highly qualified. In exchange, LEAs that receive funds are held accountable to the public for improving student academic achievement.

To provide LEAs with the flexibility to use these funds creatively to address challenges to teacher quality whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school teachers

Standards, Assessment, and Accountability					
To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness					
Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-NCLB Title II-1 Performance Indicators The Improving Teacher Quality State Grants, Title II, Part A program requires participating local educational agencies to establish performance indicators to assess the effectiveness of their program. (PL 107-110, 2122, 2141[a])	District <ul style="list-style-type: none">• Review the performance indicators.• Interview the district administrator. <p><i>ASK:</i></p> <p>How does the district ensure that its professional development programs produce high-quality teachers?</p> <p>How is the district using Title II, Part A funds to directly increase the number and proportion of highly qualified teachers?</p> <p>How is the district ensuring that high poverty, low-performing schools are getting a full complement of highly qualified teachers?</p> <p>How is the district ensuring that Title I paraprofessionals are qualified and are developing plans to help their paraprofessionals meet the criteria?</p>	<ul style="list-style-type: none">• The professional development program is regularly evaluated for its impact on increased teacher effectiveness and improved student academic achievement.• Performance indicators, statistics, and other information are used to (1) establish baseline data for a sustained and intensive, high-quality professional development program; and (2) demonstrate progress in meeting the goals and objectives identified in the district’s needs assessments and plans for professional development.• The district has a system to monitor its number and proportion and distribution of highly qualified teachers.• The indicators provide performance information on the progress and accomplishments of students in the program that program staff can share with stakeholders.• The indicators are consistent with the overall goals and objectives of the Improving Teacher Quality State Grants, NCLB, Title II, Part A program and are congruent with one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-NCLB Title II-2a Private School Services The Improving Teacher Quality State Grants, Title II, Part A educational services to students in private, nonprofit schools are equitable with those in public schools, considering the number of students served and the special education needs of such students. The services provided are secular, neutral, and nonideological. (PL 107-110, 9501[a][I], 2122)	District <ul style="list-style-type: none"> • Review the appropriate pages in the consolidated application. • Review letters or logs confirming the participation or nonparticipation of private, nonprofit schools. • Review activity records for evidence of the participation of private, nonpublic schoolteachers. • Interview district staff. ASK: How are private, nonprofit schools that request participation in the NCLB Title II program provided with equitable services?	<ul style="list-style-type: none"> • Documentation shows that the opportunity to participate in the NCLB Title II program is offered to private, nonprofit schools and, if accepted, the services provided are equitable with those in public schools. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-NCLB Title II-2b Private School Consultation This consultation occurred before the LEA made any decisions that affected the participation of private school students, teachers, and other educational personnel in the NCLB Title II program. The consultation included discussions identifying the needs of students, the services to be provided, where the services will be provided, and how the services will be assessed. (PL 107-110, 9501[c], 2122)	District <ul style="list-style-type: none"> • Review the appropriate pages in the consolidated application. • Review letters or logs confirming the participation or nonparticipation of private, nonprofit schools. • Review activity records for evidence of the participation by private, nonpublic schoolteachers. • Interview district staff. ASK: How are private, nonprofit schools that request participation in the NCLB Title II program provided with equitable services?	<ul style="list-style-type: none"> • Documentation shows that private, nonprofit school officials have been contacted and consulted and their student and teacher needs were addressed in needs assessments. Call private school officials to verify (if needed.) • Evidence exists to show the LEA consults annually with appropriate private school officials during the design, development, and implementation of the proposed programs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p>IV-NCLB Title II-3 The LEA has conducted a needs assessment to identify local needs for teacher quality; in particular, it must identify those needs that must be addressed if the LEA is to have all teachers highly qualified by the end of the 2005-2006 school year.</p> <p>(PL 107-110, 2122[c])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Interview the district administrator. <p><i>ASK:</i></p> <p>Did the assessment consider the activities that the LEA must conduct to give teachers the means to provide all students with the opportunity to meet challenging state academic content standards?</p> <p>Did the assessment consider the activities that the LEA needs to conduct to give principals and instructional staff the leadership skills to help all students meet challenging state academic content standards?</p> <p>Were such activities conducted with the involvement of teachers and did the assessment consider the activities that need to be conducted to give teachers subject matter knowledge and teaching skills?</p>	<ul style="list-style-type: none"> A needs assessment was conducted with the involvement of the district's teachers, including those in schools receiving assistance. The results of the assessment are used to create a plan that increases the number of highly qualified teachers in every classroom in core academic subjects. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV-NCLB Title II-4 Paraprofessionals</p> <p>All paraprofessionals hired after the enactment date of the NCLB Act of 2001 and working on a program supported with those funds shall have the following qualifications:</p> <ul style="list-style-type: none"> Completed at least two years of study at an institution of higher education; Obtained an associate's or higher degree; or Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge 	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the documentation of qualifications for paraprofessionals hired before and after the enactment date. 	<ul style="list-style-type: none"> Documentation shows that all paraprofessionals hired after the date of enactment meet the minimum qualifications as stated in the regulations. The district provides professional development for paraprofessionals hired before the date of enactment to enable them to meet the requirements by January 8, 2006. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-NCLB Title II-4(Continued) of and the ability to assist in instructing reading, writing, and mathematics (or readiness, as appropriate). (PL 107-110, 1119)					

VII	Funding To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success
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Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VII-NCLB Title II-5 Scientifically Based Research Program funds are used to support only activities that are based on scientifically based research. (PL 107-110, 9101[34])	District • Interview district staff, including teachers. ASK: How was the program activity or training determined? Are the activities designed by staff at the individual school site? • Documents, records, or other evidence of indirect activities are based on scientifically based research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII-NCLB Title II-6 The LEA developed a plan for the use of Title II, Part A funds based on the needs assessment. (PL 107-110, 2122[3][4])	District • Review the plan. • Interview the Title II coordinator. ASK: How was the plan developed? • Documents, records, or other evidence indicates the plan was based on the needs assessment. • The plan demonstrates the integration of other relevant federal, state, and local program funds. • The plan incorporates an assessment of the district's annual yearly progress that objectively measures the impact of authorized activities, such as professional development, teacher and principal incentives, recruitment of teachers for class-size reduction, and training of teachers. The plan results in significant closure of the achievement gap between low-income minority students and other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
VII-NCLB Title II-6 (Continued)		<ul style="list-style-type: none"> Activities are of high quality, sustained (not one-day or short-term workshops or conferences), intensive, and classroom focused. Activities give teachers, administrators, and paraprofessionals the knowledge and skills to improve student academic achievement and are directly related to state academic content standards. The district has developed mechanisms to effectively recruit and retain highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students. 			
VII-NCLB Title II-7 Priority of Resources The LEA plan and authorized activities give priority to teachers in low-performing schools or schools that have the lowest proportion of highly qualified teachers and the largest average class size. (PL 107-110, 2122[3][c])	District <ul style="list-style-type: none"> Review the LEA plan and records. Interview district staff. ASK: Is the LEA plan based on the results of the needs assessment?	<ul style="list-style-type: none"> Evidence shows priority is given to low-performing schools. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Migrant Education

Program Goal

To establish or improve supplemental services that meet the educational needs of migrant children in order to address problems arising from their migrant lifestyle

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

20 USC 6314, 6391–6399, 6396[a][1][D], 6511; 34 CFR 80.42, 200.4, 200.8(d)(4), 200.41, 200.41(c), 200.42, 200.63, 201.35; EC 54443.1(a)(c)(d), 54444.2, 54444.2(a)(1)

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Migrant Education

Program Goal: To establish or improve supplemental services that meet the special educational needs of migrant children in order to address problems arising from their migrant lifestyle

I	Standards, Assessment, and Accountability To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
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<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
I-M1 Migrant students' progress is measured against the desired outcomes described in the operating agency's application or service agreement and in terms of students' achievement in accord with the state evaluation standards for grades two through twelve, inclusive. (20 USC 6394, 6396[a][1][D]; 34 CFR 200.4, 200.42)	Region and District <ul style="list-style-type: none"> Review the agency's application or service agreement and compare the desired outcomes with students' achievement in the district or school student needs assessment. Interview program staff. ASK: Do program priorities match the needs assessment summaries? What program changes or recommendations have resulted from analyzing needs assessment data? What other data were used?	<ul style="list-style-type: none"> The service agreement or application includes measurable desired outcomes or objectives. Desired outcomes are related to the students' needs assessments and express program priorities, such as overage; promotion or retention; attendance; language proficiency; reading, mathematics, and language test scores; grade point average; credit accrual; portfolios; and enrollment in <i>a-f</i> courses. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II	Teaching and Learning To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
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<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-M2 An individual assessment of the educational and relevant health needs of each participating student is completed within 30 days of enrollment. (EC 54443.1[a])	Site <ul style="list-style-type: none"> Review a printout of needs assessments for ten migrant students at each of three grade levels. 	<ul style="list-style-type: none"> Needs assessments: — Are completed within 30 days of the student's enrollment date. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
		— Include assessments currently provided by other programs for which the student is eligible.			
<p>II-M3 A brief individual learning plan listing the services provided to each student receiving migrant education services shall be provided annually in writing or at a parent conference to the parent or guardian of each participating student and each time the student moves to a new school district.</p> <p>(EC 54443.1[d])</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review a random sample of learning plans for ten students at each of three grade levels. • Interview migrant education staff. ASK: How do you share information on the learning plans with parents of participating students? How are the migrant education services listed in the learning plans different from those provided by the core program and other categorical programs? • Interview parents. ASK: When did you meet with staff or receive a written copy of your child's learning plan? What kinds of information did you receive about your child and the migrant education program from the learning plan? 	<ul style="list-style-type: none"> • Learning plans are developed in English and in the parents' primary language and are made available to the parents in writing or are given in person. Copies are kept in each student's file. • The learning plans of migrant students receiving services are supplementary to other learning plans developed by the district for nonmigrant students but are included in the overall plan for the students. • Migrant education services received by students are directly related to the learning plans. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>II-M4 School sites may choose to operate a migrant education program under a schoolwide plan.</p> <p>II-M4a The schoolwide plan identifies the particular education needs of migrant children and ways to meet those needs.</p> <p>(20 USC 6314[b][2], 6396[a])</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Interview staff and parents. ASK: How were migrant students' needs (academic and support needs) assessed? 	<ul style="list-style-type: none"> • Written evidence of the assessment used for developing the schoolwide plan is on file. • A single written plan is on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-M4a (Continued)	<p>Have you seen the plan and does it address the needs of migrant students as identified by the assessment information?</p> <p>Was the plan developed in consultation with migrant parents and/or an organization representing parents?</p>	<ul style="list-style-type: none"> Evidence exists that parents and others were involved in the development of the plan. 			
<p>II-M4b The school can demonstrate that the plan has been implemented.</p> <p>(20 USC 6314[b][2], 6396[b])</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> Interview staff and parents. <p>ASK:</p> <p>Is the program plan being implemented? Where? How? Do you see evidence of its implementation?</p> <p>How often is the plan updated to reflect new assessments or additional needs of students? How are migrant parents and others involved in updating the plan?</p>	<ul style="list-style-type: none"> Evidence exists that the curriculum, activities, and staff schedules reflect the implementation of the written plan. There is a record of changes made to the plan. Meeting schedules, sign-in sheets, meeting notes, and so forth are on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>II-M5 A comprehensive, supplementary program designed to meet the educational, health, and related needs of participating students is provided as described in the service agreement.</p> <p>(EC 54443.1[c])</p>	<p>Region and District</p> <p>.....</p> <ul style="list-style-type: none"> Review the district service agreement. Compare the service agreement program description with programs observed and being provided. Review a random sample of needs assessments of five current migrant students at three grade levels and compare with the corresponding learning plans and services received by those students. Interview the program administrator. <p>ASK:</p> <p>What services are provided to migrant children according to your service agreement?</p>	<ul style="list-style-type: none"> Services specified in the regional application and district service agreement include, but are not limited to, the following: <ul style="list-style-type: none"> — Academic instruction — Research-based and compensatory education services — Vocational instruction — Counseling and career education services — Family literacy (for migrant parents with a low level of literacy) — Applicable preschool services — Dropout prevention and intervention services 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<p>How do you determine which migrant students are most at risk academically?</p> <ul style="list-style-type: none"> • Review the information about standards and assessment results and confirm that such information included in the district service agreement is disaggregated by grade level for migrant students. • Review a random sample of five current district service agreements submitted to the region and confirm that the information on standards and assessment results is disaggregated by grade level. <p>Site</p> <ul style="list-style-type: none"> • Compare services described in the service agreement with those offered by the school district and other categorical programs. • Interview teachers and aides. <p>ASK:</p> <p>How do you determine whether the migrant student is receiving all the services for which he/she is eligible?</p> <p>What kinds of services are you obligated to provide according to the service agreement?</p>	<p>— Health services related to education</p> <p>— Other educational services as required</p> <ul style="list-style-type: none"> • Disaggregated information on standards and assessment results is available. <ul style="list-style-type: none"> • The list of services provided to students is as indicated in the learning plans and is related to individual needs assessments. • Teachers and aides are knowledgeable of the services to be provided as specified in the service agreement. 			
<p>II-M6 In providing services with funds received under this part, each recipient of such funds shall give priority to migrant children who are failing, or most at risk of failing, to meet the state’s content standards and challenging state performance standards, and whose education has been interrupted during the regular school year.</p> <p>(20 USC 1694[d])</p>	<p>Region and District</p> <p>.....</p> <ul style="list-style-type: none"> • Select a random sample of ten migrant students. • Compare identified needs with services provided (needs assessment, individualized learning plans). • Review the district’s established criteria for selecting migrant students to participate in the program, including written or oral tests. 	<ul style="list-style-type: none"> • Procedures are established in writing to compare student needs assessment with services provided. • The district has established, in writing, criteria for selecting migrant students to participate in the program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-M6a The agency regularly monitors the accuracy, completeness, and timeliness of eligibility determinations documented on the certificate of eligibility (COE) form. (20 USC 6391–6399, 6511; 34 CFR 200.41)	Region and District <ul style="list-style-type: none"> • Review the schedule and the monitoring process. • Interview program personnel (regional and district). <i>ASK:</i> What evidence do you have of regular monitoring of COE forms for determining the accuracy, completeness, and timeliness of eligibility determinations? What procedures are in place for reducing the number of eligibility errors? Site <ul style="list-style-type: none"> • Interview staff responsible for updating data. <i>ASK:</i> What in-service or staff development training have you received to identify and recruit migrant children? 	<ul style="list-style-type: none"> • Documentation shows that regular monitoring of the identification and recruitment process occurs to ensure accuracy, completeness, and timeliness of determinations. • Findings are documented, and follow-up measures are taken to correct discrepancies, when identified. • Corrective procedures are developed and incorporated in the in-service training and staff development. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-M6b The agency is implementing procedures to ensure the educational continuity of migrant children through the timely transfer of educational and health records beyond state and local requirements. (20 USC 6391; 34 CFR 200.41[c]; PL 107–110 (Jan. 8, 2002); 115 Stat. 1578 2001; USC Language and Administrative News)	Site <ul style="list-style-type: none"> • Review the process and procedures for the transfer of student records. • Determine whether data on migrant students are included in each student's cumulative file. • Interview staff members regarding the transfer of student records. <i>ASK:</i> How do you implement the transfer of student records? How have you used the migrant student directory provided? 	<ul style="list-style-type: none"> • An educational/health record in each student's school file is made available to all receiving school personnel. • The student's file should include immunization records and other health information. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-M7 Supplementary staff development activities that improve staff skills in teaching migrant students are provided. (34 CFR 200.8[d][4])	Region and District <ul style="list-style-type: none"> • Review schedules, agendas, sign-in sheets, and plans for staff development provided for all staff, including migrant education staff. • Interview program directors. <i>ASK:</i> How do you determine the kinds of staff development activities to include in the service agreement? How do you determine whether the staff development activity offered by the migrant education program addresses the special needs of migrant students? What procedures do you follow to ensure that migrant education staff participate in all appropriate staff development activities? 	<ul style="list-style-type: none"> • Staff development activities of the operating agency reflect those described in the application and relate to the standards adopted by the State Board of Education. • Evidence exists that the school district fulfilled its service agreement commitment to participate in the operating agency's staff development activities. • A list of staff development services is available. • Evidence exists of staff development to address eligibility, corrective practices, and identified needs. • Agendas indicate the type of training offered. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Region and Site <ul style="list-style-type: none"> • Review the operating agency's plan in the application for staff development. • Review summaries of needs assessments to identify staff needing training. • Review evaluation forms of training programs conducted. District or Site <ul style="list-style-type: none"> • Interview migrant education staff. <i>ASK:</i> What kinds of staff development activities have you had access to that are specified in the service agreement? 				

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-M7 (Continued)	What are the requirements for your attendance at and access to these staff development activities?				

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>V-M8 Each agency receiving migrant education funds or services must actively solicit parental involvement in the planning, operation, and evaluation of its programs through the establishment of, and consultation with, a parent advisory council (PAC). The composition of district and regional PACs is required to be at least two-thirds migrant parents, elected by peers at a general meeting to which all parents of pupils enrolled in the migrant program shall be invited.</p> <p>(EC 54444.2.[a][1])</p> <p>The agency regularly consults the PAC regarding program activities, including, but not limited to:</p> <ul style="list-style-type: none"> Establishing goals, objectives, and priorities of the migrant education program Reviewing annual and year-end needs assessments, program activities, and individual learning plans for each school Advising on the selection, development, and reassignment of migrant education staff Having active involvement in the planning and negotiation of program applications and service agreements. <p>(EC 54444.2)</p>	<p>Region and District</p> <p>.....</p> <ul style="list-style-type: none"> All parents of pupils receiving migrant education program services were invited to a community meeting to elect the PAC. The meeting notices shall be in a language the parents can understand. Review minutes and nomination and election procedures at the general meeting. Only the parents of pupils enrolled in the migrant program may vote at the PAC meetings. (The <i>Education Code</i> does not specify the size of migrant PACs.) Review district and operating agency plans for parental participation. (See the agency's application and the district service agreement.) Review resource files or those of persons assigned to deal with parental involvement. Review meeting rosters and agendas. Review procedures, guidelines, and/or bylaws. Interview parents. <p><i>ASK:</i></p> <p>What kinds of school and program matters have been discussed at PAC meetings?</p>	<ul style="list-style-type: none"> Minutes, rosters, and agendas of meetings specify parental involvement activities, topics discussed, and action taken. There is a list of activities describing parental involvement. Parents can cite specific examples of their involvement with migrant education program matters. Parents can cite involvement with program modifications. There is evidence of announcements that all migrant parents were invited to the meeting and that proper nomination and voting procedures were followed. Written evidence is clearly available and shows that the members of the PAC were elected by their peers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>The PAC must vote every two years to approve the district's participation as a directly funded program. The vote to approve participation must include the approval of a majority of the members who are parents of migrant children.</p> <p>(EC 54444.1[8][c])</p>	<p>Can you give some examples of how you have been involved in PAC activities?</p> <p>How have you been involved with the establishment of program goals and objectives?</p>				
<p>V-M8a Information about the PAC is given to parents in a language they can understand.</p> <p>(EC 54444.2[a][1])</p>	<p>Region and District</p> <p>.....</p> <ul style="list-style-type: none"> Review correspondence (notices, bulletins) sent to PAC parent members. Newsletters, minutes, and correspondence are written in the parents' primary language. <p>Site</p> <ul style="list-style-type: none"> Interview parents on the PAC. <p>ASK:</p> <p>What kinds of information have you received regarding PAC activities?</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>V-M9 Migrant education program services are coordinated with other public and private agencies that serve migrant workers and their families.</p> <p>(20 USC 6396[a][1])</p>	<p>Region and District</p> <p>.....</p> <ul style="list-style-type: none"> Interview program administrators and personnel. Documentation of coordination with other public and private programs, such as the Job Training Partnership Act (JTPA), migrant Head Start, college assistance migrant program, high school equivalency program, and special education is available. <p>ASK:</p> <p>How do you coordinate migrant education programs with programs offered by other agencies serving migrant families?</p> <p>What agencies have worked cooperatively with the migrant education program?</p> <p>How have they worked cooperatively with the migrant education program?</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII

Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
VII-M10 Operating agencies have on file at their offices and at the school district office documentation supporting evidence of the funds used to pay staff in multifunded positions. (34 CFR 80.42)	Region and District <ul style="list-style-type: none"> • Examine the list of names and the numbers of migrant students served by the multifunded staff member. • Examine the time sheets of multifunded personnel and compare them with the records maintained for time allocation, by function or program. • Examine the school district program to determine whether migrant students receive both the core program and additional services. 	<ul style="list-style-type: none"> • The salaries and wages of employees or other expenditures chargeable to more than one grant program are documented by appropriate time distribution records. • Time sheets for multifunded personnel show hours and days charged to migrant education. If direct instructional services are provided, the names, grade levels, and status of migrant students are included. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Education

The Physical Education program instrument will be provided to attendees during the CCR Institutes.

Programs for English Learners

Program Goal

To develop English learners' (EL students') proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study (i.e., alternative program) with curriculum designed for such students

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are redesignated as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

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20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042

EC 305–306, 310–311, 313, 33051(a)(3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; formerly EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40

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Key Dimensions

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- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Programs for English Learners

Program Goal: To develop English learners' (EL students') proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study (i.e., alternative program) with curriculum designed for such students

I

Standards, Assessment, and Accountability

To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>I-EL1 Each English learner (EL student) who meets the established redesignation criteria is reclassified as fluent English proficient (FEP). Each former EL student who has been redesignated as FEP has demonstrated English-language proficiency comparable to that of the average native English speakers and can participate equally with them in the school's regular instructional program.</p> <p>Note: Once students are identified as English learners, in order to be designated FEP, they must demonstrate proficiency in established reading, writing, listening, and speaking standards comparable to the proficiency of average students in the district of the same age or grade whose primary language is English.</p> <p>(EC 313, 60810–60811, 62002; formerly EC 52164.6; 5 CCR 4306; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d. 1030, 1041–1042)</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the district's policy on language redesignation from EL to FEP status to ascertain whether it addresses both English-language proficiency and academic achievement in the regular course of study. <p>Site</p> <ul style="list-style-type: none"> Take a sample of at least two former EL students from three different grade levels who have been redesignated as FEP within the past year. Review the data collected and considered in the decision to redesignate former EL students as FEP. Review the data collected and considered in a periodic follow-up on students redesignated from EL to FEP status. <p>ASK:</p> <p>How does the site ensure that all EL students who meet the redesignation criteria are reclassified as FEP?</p> <p>What is the procedure to conduct follow-up monitoring of redesignated students?</p>	<ul style="list-style-type: none"> The district's policy includes standard procedures for assessing English proficiency and academic achievement by using multiple criteria, including, but not limited to: <ul style="list-style-type: none"> — Teacher evaluation of the student's English-language proficiency and curriculum mastery — Objective assessment of the student's comprehension of English and speaking proficiency — Objective assessment of the student's reading and writing skills — Parental opinion or consultation during a redesignation interview — Objective data on the student's academic performance in English — Other adopted criteria Data indicate that the district is effectively using the state's required English-language development (ELD) assessment. Data indicate that each student in the sample redesignated from EL to FEP has the English-language skills of comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-EL1 (Continued)		<ul style="list-style-type: none"> The district or site has evidence of how former EL students as a group are performing in comparison with their native-English-speaking peers in the core curriculum (e.g., percentage of students meeting the district's standards in reading/language arts and mathematics). This evidence demonstrates that former EL students have not been left with any substantive academic deficits. The district or site has evidence of the rate of EL students' redesignation as FEP students (e.g., percentage/year; mean months in the program before redesignation; comparisons with previous years' rates by language group, by grade level, by program type, and so forth). The site has documentation and evidence that it has a follow-up procedure for each former EL student and that a designated staff person reviews the academic performance of such students on a periodic basis. 			
<p>I-EL2 The district has established a process and criteria to determine the effectiveness of the program(s) provided to English learners.</p> <p>I-EL2a The district has a way to demonstrate that the practices, resources, and personnel actually used at each school in the district effectively implement the district's program(s) for English learners (EL students).</p> <p>(EC 305, 306, 310; 5 CCR 11301; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d. 1030, 1041–1042)</p>	<p>District and Site </p> <ul style="list-style-type: none"> Review the district's procedures for monitoring program implementation. <p>ASK:</p> <p>How are staff members at the various levels held accountable for program implementation?</p>	<ul style="list-style-type: none"> Monitoring procedures specify assigned staff, their monitoring responsibilities, and timelines of monitoring activities. The schools are providing resources, personnel, and services for EL students that match the district's adopted programs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>I-EL2b The evaluation process includes the following:</p> <ol style="list-style-type: none"> 1. A way to demonstrate that the program(s) for EL students produce, within a reasonable period of time, (a) English-language proficiency comparable to that of average native speakers of English in the district; and (b) academic results indicating that EL students have achieved and sustained parity of academic achievement with students who entered the district's school system already proficient in English 2. An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each EL student achieves proficiency in English and academic success. <p>(EC 305, 306, 310; 5 CCR 11301; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d. 1030, 1041–1042)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review the district's evaluation plan for determining program effectiveness. • Review the evaluation plan to determine whether it is based on district standards and includes multiple measures for each content area. • Review the assessment procedures to determine the progress of individual EL students and groups of students. • Review district criteria for determining English-language proficiency and academic success. • Review the district's procedures for using evaluation data to modify programs, as needed, to ensure the success of EL students. • Confirm that assessment results are analyzed by the district to ensure that EL and FEP students are meeting district standards. <p>ASK:</p> <p>Are EL students acquiring English-language skills, including academic English proficiency? What evidence exists?</p> <p>At what rate are EL students becoming fully proficient in English?</p> <p>What evidence exists that EL students are mastering the core curriculum?</p> <p>How does the district monitor the progress and report the performance of EL students?</p> <p>Which measures are used to determine whether students are meeting English-language development and grade-level academic standards?</p> <ul style="list-style-type: none"> • Interview district and site administrators. 	<ul style="list-style-type: none"> • EL students are successfully closing the gap in academic English proficiency between themselves and their native English-speaking peers. • EL students are learning at a rate that will enable them to achieve academically in English at a level substantially equivalent to that of their native English-speaking peers after a reasonable period of time. • The rate of participation of EL and redesignated FEP students in the GATE program and in advanced and college preparatory courses is comparable to that of native English-speaking students. • Data are compiled and analyzed to be usable to educational staff to facilitate program improvements. • Students' programs are modified according to the results of evaluation. • Programs are refined as a result of data gathered and analyzed. • Evidence shows that there have been improvements in student achievement in ELD and content areas as a result of program modifications. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<p><i>ASK:</i></p> <p>What are the procedures to modify programs and how were the procedures developed?</p> <p>How are the sites included?</p> <p>What adjustment or improvement plan have you implemented? What are the timelines?</p> <p>What evidence do you have of EL students' growth over time in ELD and academic achievement?</p> <p>How do results compare with those of the native-English-speaking student population?</p>				

II

Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-EL3 The district is providing services to English learners (EL students) to ensure that they are acquiring English-language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to EL students in kindergarten through grade twelve in all classroom situations. These services are designed to enable EL students to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the district's average native English-speaking students and recouped any</p>					

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-EL3 (Continued)</p> <p>academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.</p> <p>II-EL3a Each English learner (EL student) receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.</p> <p>(EC 305, 306, 310, 313, 60810–60811, 62002; formerly EC 52161; 5 CCR 11302; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d 1030, 1041–1042)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review existing district plans or policy statements related to instruction in English-language development for EL students. • Interview administrators, teachers, and other key planners. <p>ASK:</p> <p>What is the district’s curriculum in English-language development for EL students?</p> <p>Does the district have standards and benchmarks for the rate of progress for EL students through the ELD curriculum?</p> <p>Is the instruction appropriate for each student’s ELD level? How is this determined?</p> <p>Are the materials appropriate for each student’s level of English-language proficiency?</p> <p>What evidence and group data has the school gathered to demonstrate students’ levels of achievement in acquiring English-language proficiency?</p> <p>How are lessons designed to promote EL students’ acquisition of comprehension, speaking, reading, and writing skills in English?</p> <p>Are the students meeting the district’s expectations for their rate of progress in ELD? What evidence exists?</p> <ul style="list-style-type: none"> • Take a sample of at least two EL students per grade level at each level of English proficiency from at least three grade levels and review 	<ul style="list-style-type: none"> • EL students participate in English-language development lessons that are appropriate for their identified levels of language proficiency. • English-language development lessons reflect curriculum, materials, and approaches that are designed to promote EL students’ acquisition of listening, speaking, reading, and writing skills in the second language. • Individual EL students in the sample are making progress in acquiring English-language proficiency. • Individual and group data analyzed at least by age and time in the program indicate that EL students are acquiring English-language proficiency. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<p>(1) documentation of lessons for English-language development; and (2) the individual student's progress in acquiring English-language proficiency.</p> <ul style="list-style-type: none"> • Observe the lessons provided for English-language development. • Review annual assessments or indicators of EL students' performance in English-language development. 				
<p>II-EL3b English learners (EL students) are meeting the district's content and performance standards for their respective grade levels in core curricular areas. The district may choose to ensure that EL students acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep them at grade level in all areas of the curriculum. The district may choose to concentrate first on teaching English so long as the district subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. The district must have a plan for monitoring and overcoming academic deficits and a timeline for accomplishing it. Actions to overcome academic deficits must be taken before deficits become irreparable.</p> <p>Note: EL students receiving special education services make substantial progress toward achievement of their individualized education program's academic goals.</p> <p>(EC 306, 310, 62002; formerly EC 52161; 5 CCR 3942[3], 11302; 42 USC 2000d; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; and <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d. 1030, 1041–1042; 34 CFR 300.300, 300.343[d], 300.346[a])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review any existing district plans or policy statements related to academic instruction for EL students. (Is the approach simultaneous or sequential instruction?) • Review plans for monitoring and overcoming academic deficits, if applicable. <p><i>ASK:</i></p> <p>How does the district ensure that EL students learn English and grade-level academic content?</p> <p>What evidence and group data has the school gathered to demonstrate students' achievement in learning grade-level academic content?</p> <p>Site</p> <ul style="list-style-type: none"> • Take a sample of at least five students at each level of English-language proficiency. The sample should include students from at least three different grade levels. • Review documentation of academic lessons provided for the sample students. • Observe lessons in which some of the sample students are participants. 	<ul style="list-style-type: none"> • Lessons reflect curriculum, materials, and approaches that are designed for EL students and are appropriate to their English-proficiency level (e.g., specially designed academic instruction in English [SDAIE], primary language instruction, or other generally recognized education methodologies). • Achievement records verify that EL students (1) are learning grade-level academic content and achieving parity with their native-English-speaking peers; or (2) are recouping academic deficits at a rate that will allow them to achieve parity of participation before the deficits become irreparable. • Individual and group data analyzed at least by age and time in the program indicate that EL students are learning the core curriculum. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<ul style="list-style-type: none"> Review the academic achievement of the sample students as indicated by such measures as grades, portfolios, standardized tests, local tests, and teacher assessments. 				



Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-EL4 The district has properly identified, assessed, and reported all students who have a primary language other than English.</p> <p>III-EL4a A home language survey (HLS) is used to determine the student's primary language and is on file for each student in the district, including migrant, special education, and continuation school enrollees.</p> <p>(EC 306[a], 62002; formerly EC 52164.1[a]; 5 CCR 4304)</p>	<p>Site</p> <p>.....</p> <ul style="list-style-type: none"> Take a sample of at least two EL and two non-EL students per grade level from at least three grade levels at the school and ask to see the HLS for each student. Interview the principal and responsible staff. <p>ASK:</p> <p>What method is used to determine the primary language of each student?</p> <p>Does the school have a completed HLS for each student in the school?</p> <p>Where are the HLSs filed?</p> <p>Is the HLS available in the languages of the EL students enrolled in the school?</p>	<ul style="list-style-type: none"> The HLS used to determine the primary language of each student at the time of enrollment is on file with each state-authorized question answered; is dated; and has the signature of the parent or guardian. If a signature could not be obtained after reasonable efforts by the district, alternative documentation is on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-EL4b Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined on the HLS, has been assessed in English on comprehension, speaking, reading, and writing by use of the state-designated instrument. Pupils in kindergarten and grade one shall be assessed in reading and writing communication only to the extent that comparable standards and assessments in English and language arts are used for native speakers of English.</p> <p>Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.</p> <p>(EC 306[a], 313, 60810–60811, 62002; formerly EC 52164.1[b][c]; 5 CCR 4304, 11511; 34 CFR 300.300, 300.532[a][c])</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review evidence of the language abilities and training of at least three or 30 percent of the assessors, whichever is less. • Review district policies and procedures for the identification of English learners (EL students). • Interview administrators and persons responsible for assessment. <p>ASK:</p> <p>Who is responsible for assessing students’ oral English-language proficiency?</p> <p>How are testers selected, qualified, and trained to administer the English-language assessments?</p> <p>Site</p> <ul style="list-style-type: none"> • Use the sample of EL students indicated in compliance item III-EL4a (see above) and take a similar sample of FEP students (not those who were former EL students) and review (1) their English-language-proficiency test results (i.e., CELDT); and (2) the date the tests were administered. 	<ul style="list-style-type: none"> • The California English Language Development Test (CELDT) is administered within 30 calendar days of the EL student’s initial enrollment. • Staff members who are proficient in English shall administer the CELDT to each EL student whose HLS indicates a need for assessment. <p>Note: Once students are identified as English learners, in order to be designated FEP, they must demonstrate proficiency according to established reading, writing, listening, and speaking standards that is comparable to the proficiency of average students in the district of the same age or grade level whose primary language is English.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-EL4b (Continued)	<ul style="list-style-type: none"> • Interview site administrators and assessor(s). <i>ASK:</i> Where are the results of testing in comprehension and speaking proficiency recorded for each student tested in English? (Request actual student samples for EL students and FEP students.) Who is notified of the results? 				
<p>III-EL4c The district has further assessed each English learner (EL student) for primary-language proficiency, including comprehension, speaking, reading, and writing, within 90 calendar days of initial enrollment.</p> <p>Note: Alternative assessments may be used for special education students with low-incidence and severe disabilities.</p> <p>(EC 306[a], 62002; former EC 52161, 52164.1; 34 CFR 300.300, 300.532[a][c])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review all documents of EL students related to their identification, assessment, and designation. • Interview administrators and persons responsible for assessment. <i>ASK:</i> How does the district use primary-language assessment to guide instruction? What tests (formal and informal) in the primary language does the district use to assess students' proficiency in comprehension, speaking, reading, and writing? <p>Site</p> <ul style="list-style-type: none"> • Use a sample of EL students who have been in school 90 days or more and review primary-language assessments on file. • Interview key planners. <i>ASK:</i> How is primary-language proficiency recorded for each EL student (comprehension, speaking, reading, and writing)? 	<ul style="list-style-type: none"> • Primary-language proficiency tests are administered to each EL student by staff members who are proficient in English and in the primary language of the student unless the school district has an approved state administrative waiver to use English-only testers for the current school year. • Formal test results for each EL student in the sample (using parallel forms of the tests used to determine English proficiency, to the degree instruments are available or, at a minimum, informal diagnostic data) are on file regarding the student's primary-language proficiency in comprehension, speaking, reading, and writing. These data were collected within 90 calendar days of the student's enrollment. • District documents contain criteria used to determine which EL students receive academic instruction through the primary language based on any parental exception waivers that are granted. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency assessment results.</p> <p>(EC 306[a], 48985, 62002; formerly EC 52164.1[c])</p>	<p>District or Site</p> <ul style="list-style-type: none"> • Review the written notification sent to parents of EL and FEP students. • Review school records that indicate notifications were mailed, sent home, or communicated orally in a language parents understand. 	<ul style="list-style-type: none"> • The notification to parents of EL students contains the results of their child's English-language and primary-language proficiency assessment. • The notification to parents of FEP students contains the results of their child's English-language proficiency assessment. • District and school written notification is provided in English and in all languages which are spoken by 15 percent or more of the students in the school, as determined by the census data submitted to CDE. • Evidence on file indicates that the results were communicated orally to parents or guardians unable to understand written communication. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III-EL5 All EL students shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.</p> <p>Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver under this section.</p> <p>III-EL5a EL students with less-than-reasonable fluency in English have been placed in structured English immersion for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be reenrolled unless the parents or guardians object.</p>	<p>District</p> <ul style="list-style-type: none"> • Review any existing district plans or policy statements related to structured English immersion instruction. • Interview administrators and key planners. 	<ul style="list-style-type: none"> • The district's program description for structured English immersion includes criteria for determining when EL students have acquired reasonable fluency in English or a good working knowledge of English. Students who are rated as having less-than-reasonable fluency 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
III-EL5a (Continued) Note: <i>Structured English immersion</i> or <i>sheltered English immersion</i> means an English-language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language. (EC 305, 306[d]; 5 CCR 11301; 34 CFR 300.300, 300.552)	<p><i>ASK:</i></p> <p>How is primary-language proficiency recorded for each EL student (comprehension, speaking, reading, and writing)?</p> <p><i>ASK:</i></p> <p>What is the district’s program description for structured English immersion?</p> <p>What are the district’s criteria for determining when EL students have acquired “reasonable fluency” in English or a “good working knowledge” of English?</p> <p>What is the district’s definition of “nearly all” as it pertains to the usage of English in the structured English immersion program?</p> <p>What are the district’s criteria for the placement of EL students in the structured English immersion program?</p> <p>Are EL students placed in a structured English immersion program that is “nearly all” in English?</p> <p>Site</p> <ul style="list-style-type: none"> • Take a sample of at least two EL students who are assigned to a structured English immersion program per grade from at least three different grade levels. • Review students’ English fluency levels to determine that the district’s policy has been followed. 	<p>in English or who have a good working knowledge of English are placed in a structured English immersion program unless a parental exception waiver has been granted for an alternative program or a parent or guardian has requested that his or her child be placed in an English-language mainstream classroom.</p>			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-EL5b English learners (EL students) with reasonable fluency in English have been placed in an English-language mainstream classroom. The district has established criteria to determine when EL students have acquired reasonable fluency (i.e., a good working knowledge) in English.</p> <p>At any time, including during the school year, a parent or guardian of an English learner may have his or her child moved into an English-language mainstream classroom.</p> <p>Note: Students who have not met the criteria for redesignation shall continue to receive additional and appropriate services that will allow them to meet both their English-language and their academic needs.</p> <p>(EC 305, 306[c]; 5 CCR 11301; 34 CFR 300.300, 300.552)</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review any existing district plans or policy statements related to instruction in an English-language mainstream classroom. • Interview administrators and key planners. <p><i>ASK:</i></p> <p>What is the district’s program description for an English-language mainstream classroom?</p> <p>What is the district’s definition of “overwhelmingly” as it pertains to the use of English in the English-language mainstream classroom?</p> <p>What are the district’s criteria for the placement of EL students in an English-language mainstream classroom?</p> <p>Are students receiving instruction in the English-language mainstream classroom that is “overwhelmingly” in English?</p> <ul style="list-style-type: none"> • Review the students’ English fluency levels to determine whether the district’s policy has been followed. <p><i>ASK:</i></p> <p>What is the school’s procedure for handling parents’ requests for their children to be placed in an English-language mainstream classroom?</p> <p>Site</p> <ul style="list-style-type: none"> • Take a sample of at least two EL students who are assigned to an English-language mainstream classroom per grade from at least three different grade levels. 	<ul style="list-style-type: none"> • Students with reasonable fluency in English or a good working knowledge of English are placed in an English-language mainstream classroom unless they have been granted a parental exception waiver for placement in an alternative program. • Each student whose parent or guardian has requested that his or her child be placed in an English-language mainstream classroom has been placed in such a program. The school has documented all such requests. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>III-EL5c English learners (EL students) who have been granted parental exception waivers are offered an alternative program. Individual schools in which 20 or more students of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered. Thus, if 20 or more pupils of a given grade level receive a waiver, the school must provide such a class; but if fewer than 20 of a given grade level receive a waiver, the school must either provide such a class or allow the pupils to transfer to another school in the district that provides such a class.</p> <p>(EC 305, 310, 311; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. [2000] 40, 43)</p>	<p>District</p> <ul style="list-style-type: none"> • Review any existing district plans or policy statements related to any alternative program(s) offered. • Interview administrators and key planners. <p>ASK:</p> <p>What are the district's program descriptions for the alternative program(s) it offers?</p> <p>What is the district's procedure for placement of EL students in an alternative program?</p> <p>Are students who have been granted waivers placed in an alternative program?</p> <p>Site</p> <ul style="list-style-type: none"> • Take a sample of EL students in each alternative program offered. • Review implementation of parental exception waivers. • Interview administrators and key planners. <p>ASK:</p> <p>What are the school's program descriptions for any alternative program(s) it offers?</p> <p>What is the school's procedure for the placement of EL students in the alternative program(s)?</p> <p>Are students placed in the alternative program at the school when 20 or more waivers at a given grade level in a given language have been granted?</p> <p>When fewer than 20 waivers have been granted at a given grade level at the school, are those students offered an alternative program either at that school or at another school in the district that provides such a program?</p>	<ul style="list-style-type: none"> • The district has a policy and procedures for parents to ensure placement of their children in an alternative program; these procedures include a description of how to obtain an interdistrict or intradistrict transfer to an alternative program. • Each student who has been granted a parental exception waiver for an alternative program has been given the opportunity to participate in such a program. • The school has documented all parental exception waiver requests. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>IV-EL6 The district shall ensure that all teaching personnel assigned to provide instruction as described in item II-EL3 are qualified to provide instructional services to English learners (EL students).</p> <p>IV-EL6a An adequate number of qualified teachers have been assigned to implement the required English-language development (ELD) instruction for each EL student. Upon documentation of a local shortage of qualified teachers to provide ELD instruction, the district has adopted and is implementing interim measures by which it plans to remedy the shortage.</p> <p>(EC 305, 306, 44253, 44253.1, 44253.2, 44253.3, 44253.10; 5 CCR 11302; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d 1030, 1041–1042)</p>	<p>District and Site</p> <ul style="list-style-type: none"> If the district has a shortage of teachers authorized to provide ELD, review documentation that the district is implementing a plan to remedy the shortage. Select a random sample of at least three teachers and review documentation supporting the district’s determination that it is implementing interim measures by which it plans to remedy the shortage. Review any documentation that the district uses to notify teachers that their teaching assignments are interim in nature. Observe selected ELD lessons. Follow a sample of at least two EL students in at least three grade levels in the school. Interview teachers and district and site administrators. <p>ASK:</p> <p>How are teachers who do not currently possess the appropriate ELD authorization notified that their assignments are provisional in nature?</p> <p>What is the process for notifying teachers in interim positions that they must complete the necessary training for certification within a reasonable amount of time?</p>	<ul style="list-style-type: none"> Each EL student is receiving instruction in English-language development from an authorized teacher. Teachers who do not currently possess the appropriate ELD authorization and are designated as provisionally assigned teachers are enrolled and are participating in the training component as specified in the district’s English Learner Staffing Plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>IV-EL6b An adequate number of qualified teachers have been assigned to provide EL students with access to core curriculum instruction to ensure each EL student receives an equal educational opportunity. Upon documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.</p> <p>(EC 305, 306, 44253, 44253.1, 44253.2, 44253.3, 44253.10; 5 CCR 11302; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d 1030, 1041–1042)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Select a random sample of at least three teachers and review documentation supporting the district’s determination that it is implementing measures to remedy the shortage. • Review any documentation of the district’s notices that teaching assignments are interim in nature. • Interview teachers and district and site administrators. <p>ASK:</p> <p>How are teachers who do not possess the appropriate authorization notified that their assignments are provisional in nature?</p> <p>What is the process for notifying teachers in interim positions that they are to complete the necessary training for certification within a reasonable amount of time?</p>	<ul style="list-style-type: none"> • Each teacher providing specialized academic instruction for EL students meets one of the following requirements: <ul style="list-style-type: none"> — The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing (CTC) authorizing services for EL students. — The teacher is enrolled annually in training that will result in authorization to ensure EL students have access to the core curriculum according to the timelines in the district’s English Learner Staffing Plan or is scheduled to be reassigned. • Whenever the students’ primary language is a mode of instruction, the teacher must have, or be in training for, a bilingual, cross-cultural, language, and academic development (BCLAD) certificate or comparable authorization. • Whenever SDAIE is a mode of instruction, the teacher must have or be in training for CLAD certification or comparable authorization. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV-EL7 The school district provides an adequate in-service training program that qualifies existing and future personnel to provide appropriate instructional services to EL students.</p> <p>(20 USC 1703[f]; EC 62002; formerly EC 52161; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1012–1013)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review a description of the in-service program, including the following information: <ul style="list-style-type: none"> — A description of in-service activities and corresponding schedules for each of the following: <ul style="list-style-type: none"> Teachers Paraprofessionals Administrators Counselors Other educators 	<ul style="list-style-type: none"> • The district has implemented an in-service program in at least the following areas: <ul style="list-style-type: none"> — ELD teaching methodology — Structured English immersion — Additional and appropriate educational services for EL students in English-language mainstream classrooms — Alternative course of study 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<ul style="list-style-type: none"> • Review a list of all teachers and other staff assigned to provide primary-language instruction and/or English-language-development instruction and/or SDAIE and note all teaching authorizations held by teachers and their training status. • Review attendance records of teachers and staff participating in the in-service program offered during the current school year. 	<ul style="list-style-type: none"> — Special instructional methodology (e.g., SDAIE) for teaching the content of the core curriculum in English to EL students — Appropriate issues related to cross-cultural understanding and self-image • In-service training is provided for (1) teachers who are assigned to English-language development, bilingual instruction, and/or SDAIE across the district's core curriculum for EL students and (2) teachers who do not possess the appropriate teaching authorization(s) from CTC. • Teachers and other staff members have participated in the in-service program. • The district has made progress in qualifying existing and future personnel as teachers of EL students as evidenced by the number of teachers who have obtained a CLAD, BCLAD, or SB 1969/395 authorization during the current school year. 			

V

Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-EL8 The district has established procedures for applying for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational programs and all the educational opportunities available to the student as well as					

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>V-EL8 (Continued)</p> <p>descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.</p> <p>Note: The individualized education program team determines the placement of each special education student regardless of the student's language proficiency. No provision of an IEP requires a parental exception waiver.</p>					
<p>V-EL8a Parents and guardians of English learners (EL students) are notified annually of the placement of their children in either a structured English-immersion program or an English-language mainstream program and are provided full descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers. The three types of waivers are for:</p> <ul style="list-style-type: none"> • Children who already know English • Older children (ten years and older) • Children with special needs (physical, emotional, psychological, or educational) <p>(EC 305, 306, 310, 311, 48985; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. [2000] 40, 42–43)</p>	<p>District and Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review written notifications sent to parents about the placement of EL students. • Review district records that indicate parents received full descriptions (in a language they understand) of the educational materials to be used in the different educational programs available to the students. • Review school records that indicate notifications were mailed, sent home, or communicated orally in a language the parents understand. • Review the notification process that the district uses to inform parents of the opportunity to apply for a parental exception waiver. • Review district records that document a personal visit by a parent or guardian in applying for a parental exception waiver. • Review district records that document that the district English-learner advisory committee (DELAC) was given the opportunity to review and comment on the written notification concerning initial placement and the opportunity to apply for a parental exception waiver. 	<ul style="list-style-type: none"> • The notifications to parents of EL students contain information about their child's placement in an English-language classroom, full descriptions of the educational opportunities available to them in the district, the educational materials to be used in the different educational programs, and the opportunity to apply for a parental exception waiver. The different educational program choice(s) may not exclusively consist of courses taught only in English. • District and school written notification is provided in English and in all languages that are spoken by 15 percent or more of the students in the school, as determined by the census data submitted to CDE. • District and school written notification is provided in English and in all languages that are spoken by 15 percent or more of the students in the school, as determined by the census data submitted to CDE. • Documentation is available that notification is communicated orally to parents or guardians who request it or are unable to understand written communication. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<ul style="list-style-type: none"> • Interview administrators, staff, DELAC members, and other parents. <i>ASK:</i> What are the procedures for parent notification? • Interview DELAC members and other parents. <i>ASK:</i> Was the DELAC consulted regarding the notice concerning initial placement and parental exception waivers? • Interview parents. <i>ASK:</i> Have you received notification of your child's placement in the district's programs? Have you been notified about the opportunity to apply for parental exception waivers? 	<ul style="list-style-type: none"> • Documentation is on file that all requirements are communicated to parents, whether in writing or orally. • The procedures or policy for parental exception waivers includes an opportunity for parents to transfer their student to another school that offers an alternative program when fewer than 20 waivers have been granted and the program is not currently provided at that school site. 			
<p>V-EL8b The district shall act on all parental exception waivers by following the district's policy and procedures, which include:</p> <ol style="list-style-type: none"> 1. Timelines that are consistent with state regulatory provisions 2. Availability of alternative program(s), which do not exclusively consist of courses taught only in English 3. Reason for denials, which must be in writing and individually determined 4. Appeal of denials <p>A district's policy and procedures must ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement.</p>	<p>District and Site</p> <ul style="list-style-type: none"> • Review the district policy and procedures for applying for parental exception waivers. • Review district records that indicate timelines for granting parental exception waivers. • Review the district's appeal procedure for any denial of a parental exception waiver. • Review samples of waiver requests that have been approved or denied. • Interview administration, staff, and parents. <i>ASK:</i> How is the procedure for handling waivers implemented at the school? Who keeps track of each waiver request? 	<ul style="list-style-type: none"> • All parents are informed of the opportunity to apply for a parental exception waiver, and the district's programs are described in nontechnical terms. • Prior to their first year of placement in an alternative program, EL students who are granted a type "C" (EC 311[c]) parental exception waiver have been placed in an English-language program for 30 calendar days. • The school or district has acted appropriately and in a timely manner on each waiver request. • Each parental exception waiver has been granted unless evidence exists that the school principal <i>and</i> educational staff have determined 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-EL8b (Continued) (EC 305, 306, 310, 311; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. [2000] 40, 43–44)	Have all schools received district information on the waiver policy and procedures? Has the school acted on all parental exception waivers and done so in a timely manner? To parents: Was the waiver procedure fully described? Describe your experience with the approval, denial, or appeal process.	the alternative program would not be better suited for the overall educational development of the pupil. <ul style="list-style-type: none"> School districts cannot summarily deny parental waivers nor can they base a denial on the grounds that the district has no alternative program(s). The staff (e.g., teachers, counselors, administrators) at school sites may initiate or recommend an alternative program to a parent or do both. 			

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-EL9 The district and school sites, have functioning English-learner advisory committees meeting all legal requirements, as required. VI-EL9a Whenever 21 or more English learners (EL students) are enrolled at a school site, the site has a functioning EL advisory committee (ELAC) on programs and services for EL students that has met <i>all</i> of the following requirements: <ol style="list-style-type: none"> Has been elected by the parents or guardians of EL students at the school site Has advised the principal and staff on: <ol style="list-style-type: none"> The development of a detailed school plan for EL students that will be submitted to the governing board 	Site <ul style="list-style-type: none"> Review records of the membership, minutes of meetings, and the activities of the school-level ELAC for the past 12 months. Review procedures for delegation of duties and responsibilities if the ELAC delegated such duties and responsibilities to another school advisory committee. Interview at least one parent member of the school-level advisory committee. ASK:	English learner advisory committees at the school or district level may be referred to as bilingual advisory committees; regardless of the programs offered by a school or district, these committees provide advice on all programs and services for EL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>b. The development of the school's needs assessment</p> <p>c. Administration of the school's language census</p> <p>d. Efforts to make parents aware of the importance of regular school attendance</p> <p>3. Has had an election of members in which all parents of EL students have had an opportunity to vote and in which the parents or guardians of EL students elect the parent members of the committee</p> <p>4. Has had the opportunity to elect at least one member of the district's EL advisory committee or has participated in a proportionate regional representation scheme when there are 31 or more parent advisory committees in the district</p> <p>5. Has received training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal responsibilities</p> <p>(EC 62002.5; formerly EC 52168, 52176; 5 CCR 4312)</p>	<p>How has the ELAC or the committee to which the ELAC formally delegated its legal responsibilities advised the principal and staff on:</p> <p>a. The development of the section in the school plan pertaining to EL students' education</p> <p>b. The conduct of the school's needs assessment</p> <p>c. Administration of the language census</p> <p>d. Efforts to ensure regular school attendance</p> <p>How has the parent committee been selected?</p> <p>What are some of the specific advisory and training opportunities in EL issues for the committee?</p> <p>What recommendations has the committee provided to the principal and staff?</p> <p>How have these been documented?</p>				
<p>VI-EL9b Whenever 51 or more EL students are enrolled in a district, the district has established a functioning district EL advisory committee (DELAC) on programs and services for EL students or a subcommittee of an existing district committee that has met <i>all</i> of the following requirements:</p> <p>1. Has had the opportunity to advise the governing board on at least the following tasks:</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review records of the membership, minutes of meetings, and activities of the district-level parent advisory committee or subcommittee for the past 12 months. • Interview at least one parent member of the district-level committee. <p><i>ASK:</i></p> <p>What opportunities have you had to advise on the English-learner education plan and related</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
VI-EL9b (Continued) a. A timetable for and development of a district master plan of education programs and services for EL students, taking into consideration the school site plans for EL students b. Conducting a districtwide needs assessment on a school-by-school basis c. Establishment of a district program, goals, and objectives for programs and services for EL students d. Development of a plan to ensure compliance with applicable teacher or aide requirements e. Administration of the language census f. Review of and comments on the written notification of initial enrollment as required in 5 CCR 11303(a) g. Review of and comments on any related waiver request h. Review of and comment on the district reclassification procedures 2. Has received training materials and training, planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities. (EC 33051[a], 62002.5; formerly EC 52168, 52176; 5 CCR 4312, 11303[a])		issues—census, goals, notification, and so forth? What training activities have been provided to assist you in carrying out your responsibilities as a committee member? What is the composition of the district committee? What recommendations has the district committee made to the local governing board? How have these been documented and used? Do you have training materials to assist you in carrying out your responsibilities?			

VII

Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VII-EL10 Adequate basic resources are available for English learners (EL students), and EIA-LEP (Economic Impact Aid-Limited English Proficiency) funds are used only to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives.</p> <p>VII-EL10a Adequate basic general fund resources are available to provide each EL student with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. The provision of such general fund resources is not contingent on the receipt of state or federal categorical aid funds.</p> <p><i>(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)</i></p>	<p>District and Site</p> <ul style="list-style-type: none"> • Review district and site documentation of use of the district's general funds to provide resources necessary to deliver the core curriculum for each EL student. • Review the availability and verify the use of primary-language materials, when appropriate, and materials in English appropriate to nonnative speakers for teaching of the district's core curriculum—basic classroom materials, library collections, and so forth. • Review the availability and verify the use of primary-language materials, when appropriate, and materials in English appropriate to nonnative speakers for teaching of the district's core curriculum—basic classroom materials, library collections, and so forth. • Interview district or site administrators. <p><i>ASK:</i></p> <p>How are basic state-required program services that are identified in compliance items II-EL3a and II-EL3b provided to EL students through district resources?</p> <p>What kind of instructional materials in English and the primary language have been purchased with basic general fund resources for use with EL students?</p> <p>Are the instructional materials appropriate to meet the needs of EL students?</p> <p>What other district services are provided with basic general fund resources to EL students?</p>	<ul style="list-style-type: none"> • General fund resources provide an appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students. • The school site provides adequate and appropriate ELD materials. • District sources provide adequate services in ELD, primary-language instruction, SDAIE, and instruction that promotes each student's self-image and cross-cultural understanding. • Instructional supplies and appropriate curriculum materials are provided for each EL student, including, when appropriate, primary-language materials used to implement the district's alternative program (textbooks, reading materials, and so forth). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p>VII-EL10b EIA-LEP funds are used to meet the academic needs of English learners (EL students). These funds supplement, but do not supplant, existing resources at the school site.</p> <p>(EC 305, 54032, 62002; formerly EC 52161, 52168; 5 CCR 4320)</p>	<p>District or Site</p> <p>.....</p> <ul style="list-style-type: none"> • Review the district’s EIA allocation plan as specified in the consolidated application and compare the plan with actual school-site budgets. • Verify that EIA-LEP funds are appropriately used. • Interview district and site administrators. <p><i>ASK:</i></p> <p>How are EIA-LEP funds used to supplement EL students’ learning of the core curriculum?</p>	<ul style="list-style-type: none"> • The total school-site budgets correspond to the total amounts described in the district’s allocation plan. • EIA-LEP funds are spent for supplemental services and materials, including, but not limited to, the following: <ul style="list-style-type: none"> — Employment of supplemental teachers — Paraprofessionals — Purchase of supplemental teaching materials — Special in-service training for teachers and paraprofessionals to develop instructional skills — Parental involvement — Other reasonable expenses, which may include transportation, child care, translation services, meals, and training of parent advisory groups <p>Note: If the district and school site receive other state and federal funds, such as school improvement or Improving America’s Schools Act funds, such funds supplement, and do not supplant, the district’s core curriculum services and other categorical funds for EL students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title IV, Safe and Drug-Free Schools and Communities (SDFSC) and Tobacco-Use Prevention Education (TUPE)

Program Goal

To adopt and carry out a comprehensive program to prevent drug, alcohol, and tobacco use and violence

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

- The Safe and Drug-Free Schools and Communities Act (SDFSCA) state and local grants programs are authorized by the Elementary and Secondary Education Act (ESEA), also referred to as HR 1, No Child Left Behind Act; Title IV – 21st Century Schools; Title IV, Part A, Safe and Drug-Free Schools and Communities Act codified in *United States Government Code* (USC) Title 20, sections 7101–7116 (20 USC 7101–7116). This Act is a central part of the government’s effort to encourage the creation of safe, disciplined, and drug-free learning environments that will help all children meet challenging academic standards. Additional authority particularly relating to “principles of effectiveness” as defined by the U.S. Department of Education is contained in 20 USC 7101 et seq.
- Proposition 99, the tobacco tax and tobacco-use prevention and control requirements, passed by California voters in 1998 and subsequently codified in the California *Health and Safety Code* (HSC) sections 104420–104435, 104450–104460
- State requirements for reporting school crime and violence statistics through the California Safe Schools Assessment program are contained in California *Penal Code* (PC) 628 et seq.

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters
- VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency’s priorities and goals for student success

Title IV, Safe and Drug-Free Schools and Communities (SDFSC) and Tobacco-Use Prevention Education (TUPE)

Program Goal: To adopt and carry out a comprehensive program to prevent drug, alcohol, and tobacco use and violence

<div style="display: flex; align-items: center;"> <div style="background-color: black; color: white; padding: 10px; font-size: 2em; margin-right: 10px;">I</div> <div> Standards, Assessment, and Accountability To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness </div> </div>			
<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> <div style="display: flex; justify-content: space-around;"> <i>C</i> <i>NC</i> <i>N/A</i> </div>
I-S&DATE1 Assessment and analysis of data: <ul style="list-style-type: none"> The local educational agency (LEA) program is based on an ongoing assessment and analysis of objective data regarding the incidence, conditions, and consequences of violence and illegal tobacco, alcohol, and drug use, delinquency, and serious discipline problems among students. The LEA conducts an analysis of the data, reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, and assets; or other variables in schools and communities in the state identified through scientifically based research. The LEA collects and reports data on school crime in accord with the California Safe Schools Assessment (CSSA) program. <p>Note: I-S&DATE1 addresses requirements under the United States Department of Education's (USDE's) Principles of Effectiveness regarding the importance of sound assessment (Principles 1 and 4) as a basis for planning and implementing effective programs.</p> <p>(20 USC 7115, PL 107-110 [2002] Sec. 4115[a][1][A] and [D] et seq.; HSC 104420[b][2]; PC 628 et seq.)</p>	District <ul style="list-style-type: none"> Review locally administered assessment reports and other reports of data analysis. Most of these data are to be obtained through the California Healthy Kids Survey (CHKS) Core Module and the CHKS Resiliency and Youth Development Module. Interview the program coordinator and members of the program planning committee. <p><i>ASK:</i></p> <p>How was the LEA plan for providing programs on the prevention of drug, alcohol, and tobacco use and violence developed?</p> <p>Have the needs of all segments of the youth population been assessed?</p> <p>Has the assessment examined available data from a variety of information sources, including the CHKS Core Module, and CHKS Resiliency and Youth Development Module?</p> <p>What percentage of students used drugs, alcohol, and tobacco? Was the use experimental, occasional, or frequent?</p> <p>What percentage of students were involved in conflict, violence, and/or discipline problems?</p> <p>Have prevalence rates changed over time?</p>	<ul style="list-style-type: none"> The following required data sources were used: <ul style="list-style-type: none"> — California Healthy Kids Survey (CHKS) Core Module (required as of 2002) — CHKS Resiliency and Youth Development Module (required as of 2002) — CHKS Tobacco Module (required for TUPE grant recipients) — <i>California Safe Schools Assessment (CSSA)</i>, (being revised during 2002-2003) The following additional data sources were used: <ul style="list-style-type: none"> — California Student Survey (CSS) — Other local and statewide surveys — Local evaluation reports — Attendance and truancy data — Suspension and expulsion records — Discipline referrals — Insurance claims — Local law enforcement — County alcohol and drug treatment reports — Public health and social services reports 	<div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<p>How did the LEA analyze data about student behavioral problems, the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets, or other related variables among students?</p> <p>District (CSSA)</p> <ul style="list-style-type: none"> • Review CSSA documentation (completed school crime and incident reporting forms or a report from an electronic database). <i>Note:</i> Some LEAs have CSSA approval to use a locally developed school crime reporting system in place of CSSA forms. • Interview the CSSA district representative. <p><i>ASK:</i></p> <p>How does the school district ensure that all reportable crimes and incidents are recorded accurately on the CSSA school crime and incident reporting form or entered into their electronic database and that the completed forms or records are properly retained?</p> <p>How do the CSSA representative and school site administrators/CSSA recorders become knowledgeable about the CSSA reporting requirements?</p> <p>Site (CSSA)</p> <ul style="list-style-type: none"> • Review CSSA documentation (completed school crime and incident reporting forms or a report from an electronic database). <i>Note:</i> Some LEAs have CSSA approval to use a locally developed school crime reporting system in place of CSSA forms. • Interview the CSSA representative or site administrator or both. 	<ul style="list-style-type: none"> • Documentation for CSSA includes: <ul style="list-style-type: none"> — Completed CSSA school crime and incident reporting forms or a review of the LEA's electronic database — Copies of the forms or database records (retained for three years) — Forms from the school sites to the district CSSA representative (transmitted monthly) — Resources of CSSA (e.g., the CSSA instructional manual, quarterly newsletters, the CSSA interactive CD-ROM and video training kit and knowledge of the toll-free technical assistance line at 800-273-6363) 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
I-S&DATE1 (Continued)	<p><i>ASK:</i></p> <p>How does the school site collect data and ensure that all reportable crimes and incidents are recorded accurately?</p> <p>How does the school site administrator/CSSA recorder become knowledgeable about the CSSA reporting requirements?</p>				
<p>I-S&DATE2 Performance measures:</p> <p>The LEA established a set of quantifiable performance measures aimed at ensuring that the schools have a safe, orderly, tobacco-, alcohol-, and drug-free learning environment.</p> <ul style="list-style-type: none"> Levels of performance for each performance indicator are established. The performance measures include reductions in the prevalence of identified risk factors or other indicators. The performance measures include specific increases in the prevalence of protective factors, buffers, or assets. <p>Note: This item addresses requirements under the USDE's Principles of Effectiveness regarding the importance of clearly defined performance measures (Principle 2) as a basis for planning and implementing effective programs.</p> <p>(20 USC 7101 et seq.; 20 USC 7115; PL 107-110 [2002], Sec. 4115 (a)(1)(B); HSC 104420[b][2])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the established set of performance measures found in the district-defined performance indicators section of the <i>Alcohol, Tobacco, Other Drug, Violence, and Health Promotion Programs (ATODVPP) in California Schools: Annual Report</i>. Look for reductions and increases by comparing goals set in the 1999-2000 Consolidated Application with the performance indicators in the most current ATODVHPP annual report. Interview district staff. <p><i>ASK:</i></p> <p>How did your knowledge gained from the analysis of data about the prevalence of substance abuse and violence contribute to the development of the LEA's performance measures?</p>	<ul style="list-style-type: none"> The performance measures are found in the district-defined performance indicators in a section of the <i>Alcohol, Tobacco, Other Drug, Violence, and Health Promotion Programs in California Schools: Annual Report</i>. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-S&DATE3</p> <p>Periodic evaluation:</p> <ul style="list-style-type: none"> Based on the performance measures, the LEA periodically evaluates the program or 	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review progress reports and documents showing that evaluation results are available to the public. 	<ul style="list-style-type: none"> Evidence of periodic evaluation to assess progress is found in one or more of the following local summary reports: 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>activity to assess its progress toward reducing violence, tobacco, and illegal drug use in schools to be served.</p> <p>Use of evaluation results:</p> <ul style="list-style-type: none"> The results are used to refine, improve, and strengthen the program; to refine the performance measures; and are available to the public upon request, with public notice of such availability provided. <p>(20 USC 7101 et seq., 20 USC 7115; PL 107-110 [2002], Sec. 4115 [a][2][A][B]; PL 107-110 [2002]; HSC 104420[b][2])</p>	<ul style="list-style-type: none"> Interview district staff. <p>ASK:</p> <p>How has the program been evaluated to determine progress in meeting the performance measures?</p> <p>How has the LEA used its evaluation results to refine, improve, and strengthen the program?</p> <p>What steps were taken to address any negative outcome trends?</p> <p>How has the LEA used its evaluation data to refine the performance measures?</p> <p>How has the LEA made the evaluation results available to the public, and how was the public notified of its availability?</p>	<p>— <i>California Healthy Kids Survey Report</i> (required as of 2002)</p> <p>— <i>California Safe Schools Assessment</i> report</p> <p>— TUPE competitive grant progress report for high schools</p> <p>— Other data sources</p> <ul style="list-style-type: none"> Documents showing use of evaluation results and public notice of availability of these reports include: <ul style="list-style-type: none"> Minutes from the program advisory committee meetings Minutes from local school board meetings where progress was discussed in an open session Articles in newsletters to parents and students Newspaper clippings Other media reports to the general public 			

II

Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>II-S&DATE4 Comprehensive program and activities:</p> <p>The LEA, or consortium of such agencies, uses Title IV and TUPE funds to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the district's written program descriptions or district plan (Local Educational Agency Plan, formerly called the LIP), consolidated application information and budget pages, and approved TUPE competitive 	<p>The LEA uses funds to develop, implement, and evaluate comprehensive programs and activities of prevention, intervention, and positive youth development, consistent with the Principles of Effectiveness and consistent with the LEA's</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p>II-S&DATE4 (Continued)</p> <p>school and community-based services and programs that:</p> <ul style="list-style-type: none"> • Foster a safe, tobacco-, alcohol-, and drug-free learning environment supportive of academic achievement • Are consistent with the Principles of Effectiveness • Are designed to: <ul style="list-style-type: none"> — Prevent or reduce violence, tobacco, alcohol, and other drug use; prevent or reduce the use, possession and distribution of illegal drugs; and prevent or reduce delinquency. — Create a well-disciplined environment conducive to learning, which includes consultation with teachers, principals, and other school personnel and parents to identify early warning signs of violence, tobacco, alcohol, or other drug use and to provide behavioral interventions as part of classroom management efforts. • Provide instruction in elementary schools beginning in grade one and continuing through grade six in conjunction with courses given on health. • Provide instruction in secondary schools in conjunction with courses given on health or in an appropriate area of study. • Provide integrated, comprehensive tobacco-use prevention instruction for all students in grades four through eight and for students in grades nine through twelve in schools receiving TUPE funds. Instruction for students in grades four through eight shall 	<p>grant application(s) for grades nine through twelve.</p> <ul style="list-style-type: none"> • Review other documents related to the program (e.g., district policy, district calendar of events, curriculum and grade-level expectations or objectives, memoranda of understanding). • Review procedures for referral. • Review the list of guidance and counseling programs available. • Interview district staff. <p><i>ASK:</i></p> <p>What strategies and activities are being implemented, based on scientific research, to prevent and reduce tobacco, alcohol, other drug use and violence?</p> <p>Are the strategies and activities that are being implemented consistent with the LEA's approved plan?</p> <p>Site</p> <ul style="list-style-type: none"> • Observe curriculum implementation in the classroom and nonclassroom prevention strategies, when possible. • Review, during school, and after-school prevention implementation schedules, and/or • Review other materials showing evidence of prevention activities such as student work, when possible. • Observe evidence of intentional positive youth development and asset-building strategies and activities implemented at the school site. • Interview site administrators, teachers, counselors, students, parents, and others. 	<p>approved plan to prevent and reduce violence, tobacco, alcohol, and other drug use. These combined activities reach all students. The following are authorized activities and examples of how to achieve compliance for Title IV and TUPE programs:</p> <p>Prevention</p> <ul style="list-style-type: none"> • The LEA provides age-appropriate, developmentally based education programs for all students, kindergarten through grade twelve, on the prevention of violence, drug, alcohol, and tobacco use. Instruction on prevention addresses students' knowledge, social skills and influences, attitudes, and behavior and TUPE essential topics; leads students to resist the illegal or harmful use of drugs, alcohol, and tobacco; and helps students to resolve conflicts without violence or bullying behavior. When curriculum is implemented in grades one through six, as required by the <i>Education Code</i>, in general, at least six to ten hours is recommended to be effective. At other grade levels, the hours of instruction should match the hours recommended by the publisher of the curriculum. • Students may receive instruction on prevention through alternative methods in the classroom, such as peer education, drama, character education, and presentations at assemblies by outside speakers such as former tobacco users who have undergone laryngectomies. • The LEA may provide an emphasis on more hours of instruction at some grade levels, such as the elementary (where instruction is required for grades one through six under the California 			

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>be consistent with the Centers for Disease Control and Prevention guidelines and California guidelines for tobacco-use prevention as specified in <i>Getting Results</i>. Instruction shall include the following TUPE essential topics:</p> <ul style="list-style-type: none"> — Immediate and long-term undesirable physiological, cosmetic, and social consequences of tobacco use — Reasons that adolescents give for smoking or using tobacco — Peer norms and social influences that promote tobacco use — Refusal skills for resisting social influences that promote tobacco use <ul style="list-style-type: none"> • Offer school-based programs of outreach, intervention, and counseling to students. <p>The LEA designed and implemented activities that are based on scientific research or the LEA applied to the state and received a waiver of this principle of effectiveness to allow innovative activities or programs that demonstrate substantial likelihood of success.</p> <p>Note: S&DATE 4 addresses USDE’s Principles of Effectiveness that the program be based on scientific research with evidence that the program to be used will reduce violence and illegal drug use (Principle 3).</p> <p>(20 USC 7101 et seq.; PL 107–110 [2002], Sec. 4115[a][1][2][3][b][1][2] et seq.; 20 USC 7114; HSC 104420[c], [m][1][A–D]); <i>Education Code</i> [EC] sections 51203, 51210, 51260, 60041)</p>	<p>ASK:</p> <p>What strategies and activities are being implemented on the basis of scientific research to prevent and reduce tobacco, alcohol, other drug use and violence?</p> <p>What asset-building, resiliency, and positive youth development programs, strategies, and activities are included on the basis of scientific research in the prevention program?</p> <p>What process is used to ensure that all students are served through one or more of the asset-building, resiliency, or youth development strategies and activities?</p> <p>What nonclassroom prevention and intervention strategies and activities, based on scientific research, are being implemented?</p> <p>Are the strategies and activities that are being implemented at the school site consistent with the LEA’s approved plan?</p> <p>Ask students how safe they feel at school and why.</p> <p>Ask students what is being done to improve school safety.</p> <p>What intervention strategies are used to combat drug use and youth gang involvement?</p> <p>Do intervention strategies include the following features?</p> <ul style="list-style-type: none"> — Increased counseling and education opportunities regarding the effects of drug use, tobacco use, and violent behavior — Instruction to increase students’ knowledge and skills to set and achieve short- and long-term goals 	<p><i>Education Code</i>) and select one or more grades in middle and high school for the emphasis on instruction (to meet requirements in the California <i>Education Code</i>), and provide reinforcement with fewer hours of instruction or provide positive youth development and asset-building activities at other grade levels in middle and high schools.</p> <ul style="list-style-type: none"> • In grades in which the tobacco, alcohol, other drug use and violence-prevention curriculum is not emphasized, the LEA may implement various intentional positive youth development and asset-building strategies and activities. Scientific research shows that effective strategies and activities involve caring adults who set high expectations and provide meaningful opportunities for youth participation and engagement. These activities, when combined, reach all students. Although direct funding is often limited, the coordinator collaborates with others and is an advocate of student participation in programs, strategies, and activities, such as: <ul style="list-style-type: none"> — Mentoring programs — Friday Night Live, Club Live — Link Crew and other buddy system programs — In-school and after-school clubs and programs — Youth organizations, community-based youth programs and teen centers — Vocational and recreational skill-building opportunities — Service-learning 			

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			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-S&DATE4 (Continued)	<ul style="list-style-type: none"> — Strategies to promote assets, resiliency, social bonding with adults, and attachment to school and family — Strategies to promote responsibility for behavior, community service, and positive youth development — Strategies to ensure the protection and safety of students from the pressure to use tobacco and other drugs and to protect students from violence before, during, and after school <p>What intervention strategies are used after a student is identified as “at risk” because of use or possession of drugs, alcohol, or tobacco or because of violent behavior?</p> <p>What methods of correction are tried with students, prior to suspension or expulsion, as required under the California <i>Education Code</i> and according to the State Attorney General’s opinion #97-903?</p> <p>What alternatives to suspension are made available to students?</p>	<ul style="list-style-type: none"> — Outdoor adventure programs, ropes courses, hiking, and related activities — Communitywide planning and organizing activities to reduce violence and illegal drug use, or gang activity — Opportunities for planning school programs and activities — Youth leadership opportunities — Teacher and school staff training and the intentional use of asset-building, resilience, and youth development principles with students — Specific activities designed to build external and internal developmental assets in youth — Youth advocacy programs — Sober graduation nights — Early Mental Health Initiative — Character education programs — Dissemination of drug and violence prevention information to schools and the community — Age-appropriate, developmentally based violence prevention and education programs that address victimization associated with prejudice and intolerance and that include activities designed both to help students develop a sense of individual responsibility and respect for the rights of others and to resolve conflicts without violence — Other activities that show promise, through scientific research, of preventing or reducing violence, tobacco, alcohol, and other drug use or — Other activities authorized by federal law 			

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			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-S&DATE4 (Continued)		Intervention <ul style="list-style-type: none"> • The LEA provided intervention services for all students who need them. Examples of services are as follows: <ul style="list-style-type: none"> — Saturday classes and after-school or in-school classes regarding prevention of tobacco, alcohol, other drug use and violence — Student study team programs — Referral by the site student study team or appropriate site personnel to community agencies and organizations that provide intensive individual and group counseling, family counseling, and classes on the prevention of drug and alcohol use and violence and intervention measures — Readiness-for-cessation and smoking-cessation programs for current tobacco users — Policies and procedures to ensure the safety of students and protect them from pressure to use drugs, alcohol, or tobacco and from violence before, during, and after school — Reporting criminal offenses committed on school property — School-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers — Conflict-resolution programs, including peer mediation programs that educate and train peer mediators and a designated supervisor 			

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			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-S&DATE4 (Continued)		<ul style="list-style-type: none"> — Youth anti-crime and anti-drug councils and activities — Programs offering alternatives to suspension and expulsion of students for possession of illegal drugs, alcohol, tobacco, or weapons — Alternative education programs or services for violent or drug-abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the state academic achievement standards and to reenter the regular education setting — Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs — Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use — Drug-use prevention and violence-prevention activities designed to reduce truancy — Consistent with the Fourth Amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, 			

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-S&DATE4 (Continued)		<p>including at the request of or with the consent of a parent or legal guardian of the student</p> <ul style="list-style-type: none"> — Emergency intervention services after traumatic crisis events, such as a shooting, major accident, or a drug-related incident that disrupts the learning environment — A system for an LEA to transfer students' suspension and expulsion records to any public or private elementary school or secondary school — Establishing and maintaining a school safety telephone hotline — Community service, including community service performed by expelled students, and service-learning projects — Conducting a nationwide background check of each LEA employee, regardless of the hire date, and prospective employees to determine whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness to be responsible for the safety or well-being of children; to serve in the particular capacity in which the employee or prospective employee is or will be employed; or to otherwise be employed by the LEA <p>Youth Development, Asset Building, and Resiliency</p> <ul style="list-style-type: none"> • There are positive youth development strategies and activities led by caring adults with high expectations in caring environments. All students have opportunities for meaningful involvement and engagement in school and 			

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
II-S&DATE4 (Continued)		<p>community activities. Examples of opportunities are as follows:</p> <ul style="list-style-type: none"> — Student involvement in anti-crime youth councils that work with school and community-based organizations to discuss and develop crime-prevention strategies — Community service and service-learning — Clubs and organizations (Friday Night Live, Club Live, Just Say No, Students Against Violent Environments) — Student peer-education and leadership programs — Student involvement in before-school and after-school curricular and extracurricular activities — Staff development activities to support youth development, asset building, and resiliency — Mentoring programs • The LEA may receive approval from CDE for a waiver of the requirement for the program to be based on scientific research, to allow the LEA to implement programs and activities that are innovative or that demonstrate a substantial likelihood of success. 			

III

Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
III-S&DATE5 Pregnant minors and minor parents: The LEA makes the following tobacco-use prevention and/or cessation services available	District <ul style="list-style-type: none"> • Review written procedures for assessing and referring students for tobacco-use prevention and/or cessation services. 	<ul style="list-style-type: none"> • Evidence may be obtained by: <ul style="list-style-type: none"> — Reviewing written procedures for assessment and referral 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>to every pregnant minor and minor parent at all grade levels:</p> <ul style="list-style-type: none"> • Referral to perinatal and related support services • Outreach services and assessment of smoking status • Individualized tobacco-related counseling and advocacy services • Motivational tobacco-use prevention messages • Smoking-cessation services, if appropriate • Incentives to maintain a healthy tobacco-free lifestyle • Follow-up tobacco-use assessment • Maintenance and tobacco-use relapse-prevention services <p>(HSC 104460[a])</p>	<ul style="list-style-type: none"> • Interview the TUPE coordinator. <p><i>ASK:</i></p> <p>What services are available to pregnant minors and minor parents?</p> <p>Does the district offer these services on site, or does it coordinate with other public agencies that offer these services?</p>	<p>— Interviewing the TUPE coordinator, teachers, and students</p>			
<p>III-S&DATE6 Private schools</p> <ul style="list-style-type: none"> • The LEA developed its application through timely and meaningful consultation with representatives of schools to be served (including private schools), and consults with such representatives on an ongoing basis to seek advice on the best ways to coordinate the LEA’s activities with other related strategies, programs, and activities being conducted in the community. • Consultation must include: <ul style="list-style-type: none"> — Identification of students’ needs; the services that will be offered; how, where, and by whom services will be offered 	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review the appropriate consolidated application pages and budget. • Review the local advisory group or committee membership roster and minutes. • Review letters or school logs confirming consultation with appropriate private school officials. • Interview district staff. <p><i>ASK:</i></p> <p>How are private nonprofit K–12 schools invited to provide consultation?</p>	<ul style="list-style-type: none"> • Evidence may be obtained from: <ul style="list-style-type: none"> — The consolidated application and budget — Local program planning committee membership roster and minutes — Letters to private schools — Interviews with staff 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
III-S&DATE6 (Continued) <ul style="list-style-type: none"> — How services will be assessed and the results used — The size and scope of equitable services to be provided — The amount of funds available for those services — The method, or sources of data, used to determine the number of children from low-income families in participating school attendance areas who attend private schools — How and when the agency will make decisions about the delivery of services <p>(20 USC 7114 PL 107–110 [2002], Sec. 4114[c][1][A][B]; HSC 104420 et seq.)</p>	<p>Does the LEA verify that services, not direct funds, are provided to private K–12 schools that wish to participate in the program?</p> <p>What services are provided to private schools that wish to participate?</p>				

IV

Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
IV-S&DATE7 Staff development: <p>Staff development opportunities are offered to individuals who implement the comprehensive drug-, alcohol-, and violence-prevention and intervention program and tobacco-use prevention education program.</p> <p>(20 USC 7114; PL 107–110 [2002], Sec. 4115[b][2][D])</p>	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review district documentation for staff development activities. • Review agendas, announcements, or sign-in sheets. • Interview district staff. 	<ul style="list-style-type: none"> • Evidence may be obtained through: <ul style="list-style-type: none"> — Workshop announcements — Workshop agendas — Workshop sign-in sheets — Interviews with staff 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
	<p>ASK:</p> <p>What staff development opportunities are offered to teachers, counselors, students, and others who implement the program?</p> <p>Have some teachers, counselors, students, and others who implement the program availed themselves of these staff development opportunities?</p> <p>Site</p> <ul style="list-style-type: none"> • Interview site staff. <p>ASK:</p> <p>What staff development opportunities are offered to teachers, counselors, students, and others who implement the program?</p> <p>Have some teachers, counselors, students, and others who implement the program availed themselves of these staff development opportunities?</p>				

<div> <div>V</div> <div> Parent and Community Involvement To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships </div> </div>					
Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-S&DATE8 Consultation: <ul style="list-style-type: none"> • The LEA developed its application through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with 	District <p>.....</p> <ul style="list-style-type: none"> • Review the planning documents that indicate the representatives who provided consultation in developing the program. • Interview district and school site staff and parents who provided consultation in developing the program. 	<ul style="list-style-type: none"> • Evidence of consultation with others may be obtained by: <ul style="list-style-type: none"> — Reviewing the local advisory committee membership roster and determining that the group is representative, including parents and experts, when possible, such as representatives from the county department of 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>V-S&DATE8 (Continued)</p> <p>relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).</p> <p>Continued consultation:</p> <ul style="list-style-type: none"> On an ongoing basis, the LEA consults with such representatives and organizations to seek advice on how best to coordinate the agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community. The LEA consults with appropriate entities and persons on issues regarding the design and development of the program or activity, including efforts to meet the Principles of Effectiveness. <p>Note: This item addresses requirements under the USDE's Principles of Effectiveness (Principle 5) regarding the planning and implementing of effective programs, particularly in terms of the role of parent involvement in all major aspects of the process.</p> <p>(20 USC 7114; PL 107–110 [2002] Sec. 4116[a][1][E])</p>	<p>ASK:</p> <p>What is the role and function of the representatives who provided consultation?</p> <p>Did the representatives review the LEA's needs assessments?</p> <p>Were the representatives involved in developing goals and measurable objectives?</p> <p>How does the LEA coordinate its activities and strategies under Title IV with other programs such as the county department of alcohol and drug programs?</p> <p>What recommendations were made to improve the LEA's programs and strategies to prevent drug use and violence? What was the outcome of those recommendations?</p> <p>How did the representatives address the Principles of Effectiveness in their consultation and planning?</p>	<p>alcohol and drug programs, community-based organizations, youth-serving organizations, and law enforcement</p> <ul style="list-style-type: none"> — Reviewing minutes of local advisory committee meetings to determine that consultation on prevention, intervention, and youth development was provided — Interviewing district staff — Reviewing sign-off sheets or letters from the county SDFSC and TUPE coordinator, as the state's representative, indicating that consultation was provided in developing the LEA's plan <ul style="list-style-type: none"> Evidence of information dissemination may be found in: <ul style="list-style-type: none"> — Minutes of advisory council meetings — Newsletters to parents and students — Newspaper clippings — Other written communication about school events Evidence of how the committee or other representatives advise the LEA can be found in: <ul style="list-style-type: none"> — Minutes of meetings — Other written reports or communication 			
<p>V-S&DATE9 District or school plans:</p> <p>The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free, which includes the following features:</p> <ul style="list-style-type: none"> Appropriate and effective school discipline policies that prohibit disorderly conduct; the 	<p>District</p> <ul style="list-style-type: none"> Review the LEA's safe and drug-free and tobacco-free plan(s). This may be found in the Local Educational Assistance Plan, the LEA's strategic plan, and other planning documents. Interview district staff. 	<ul style="list-style-type: none"> Evidence is found in the following documents: <ul style="list-style-type: none"> — District plan — School plan(s) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>illegal possession of weapons; and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students</p> <ul style="list-style-type: none"> • Security procedures at school and while students are on the way to and from school • Prevention activities that are designed to create and maintain safe, disciplined, and drug-free classroom environments • A crisis management plan for responding to violent or traumatic incidents on school grounds • A code of conduct policy for all students that is enforced and clearly states the responsibilities of students, teachers, and administrators in maintaining classroom environments that: <ul style="list-style-type: none"> — Allow a teacher to communicate effectively with all students in the class. — Allow all students in the class to learn. — Have consequences that are fair and developmentally appropriate. — Consider the student and the circumstances of the situation. <p>(20 USC 7114; PL 107–110 [2002], Sec. 4114[c][1][A][B] and [2]; Sec. 4114[d][7][A–E]; HSC 104420[L][5])</p>	<p>ASK:</p> <p>Does the LEA have one plan for all schools or individual school plans to keep schools safe, drug-free, and tobacco-free?</p> <p>Does the LEA plan(s) address prevention, intervention, and positive youth development?</p> <p>Does the LEA implement the comprehensive program with strategies, activities, and materials that are consistent with the approved plan?</p> <p>Do all schools have one single school plan or different plans for school safety, keeping schools drug-free, and crisis management?</p> <p>Site</p> <ul style="list-style-type: none"> • Review school site plans. 				
<p>V-S&DATE10 Parent and community involvement:</p> <ul style="list-style-type: none"> • The LEA includes activities to promote the involvement of parents and community groups and agencies, as well as a TUPE training program for parents. 	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> • Review fliers, memos, newsletters to parents, or news clippings. • Interview district staff, local advisory committee members, parents, and community members. 	<ul style="list-style-type: none"> • Evidence may be obtained from: <ul style="list-style-type: none"> — Fliers — Memos 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-S&DATE10 (Continued) <ul style="list-style-type: none"> The LEA includes meaningful and ongoing consultation with suggestions from parents in the development of the application and administration of the program and activities. <p>(20 USC 7114; PL 107–110 [2002], Sec. 4115 [a][1][E]; HSC 104425[c])</p>	<p><i>ASK:</i></p> <p>How does the LEA promote the ongoing involvement of parents?</p> <p>What has been the most effective means of reaching parents and educating them on issues related to tobacco use (e.g., awareness, parenting, and communication skills)?</p> <p>How does the district coordinate programs or activities with community groups and agencies?</p>	<p>— News clippings and newsletters</p> <p>— Interviews with district staff, members of the local program planning committee, parents, and community members</p> <ul style="list-style-type: none"> Strategies may include family counseling to integrate the delivery of services from a variety of providers to combat illegal substance abuse and to promote early intervention activities that prevent family dysfunction, enhance school performance, and boost attachment to school and family. Examples of parent involvement include participation in decision making related to program design and implementation activities, volunteering for sober grad nights, campus supervision, and classroom assistance. Examples of TUPE training for parents include workshops on how to help teens quit smoking, information about community resources for smoking-cessation, and parenting skills workshops. 			

VI

Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-S&DATE11 Tobacco policy: The LEA shall adopt policies to advocate a tobacco-free campus, prohibit the use of tobacco on school property, and take the following actions or make known that:	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the district policy. Review enforcement procedures. 	<ul style="list-style-type: none"> Evidence may be obtained from: <ul style="list-style-type: none"> School board policy statement that forbids tobacco use 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-S&DATE11 (Continued) <ul style="list-style-type: none"> A policy has been adopted that prohibits the use of tobacco products anywhere and anytime on district property or in district vehicles. Enforcement procedures have been established, and the policy is being enforced. Information about the policy and enforcement procedures has been communicated to school personnel, parents, students, and the community. Signs prohibiting tobacco use have been displayed at all entrances to school property. Information about smoking-cessation support programs is made available to students and staff; their participation is encouraged. (HSC 104420[p])	<ul style="list-style-type: none"> Review mailings to students, staff, parents, and the community. Review information available to students and staff about smoking-cessation programs. Interview the TUPE coordinator. <i>ASK:</i> How is the district implementing the tobacco-free policy? Has the district carried out enforcement procedures when the policy has been violated? What has been done to enforce the policy? Site <ul style="list-style-type: none"> Review student and parent handbooks. Observe signs prohibiting tobacco use. Interview administrators, staff, students, and parents. <i>ASK:</i> How are parents, community members, and students informed about the tobacco-free policy on school property, including athletic fields and parking lots? 	<ul style="list-style-type: none"> Mailings to students, staff, parents, and the community Information available to students and staff about smoking-cessation programs Interviews with the TUPE coordinator Permanent signs prohibiting tobacco use are displayed at the entrances of district property at places such as fences or gates, walls, doors, or windows, athletic fields, and parking lots 			
VI-S&DATE12 Firearm and weapons policy: The LEA has adopted a policy in compliance with state and federal laws that does the following: <ul style="list-style-type: none"> Requires the expulsion for not less than one year of any student who is determined to have brought a firearm (handgun, shotgun, rifle, or other firearms that include explosive devices) to school or to have possessed a firearm at school 	District <p>.....</p> <ul style="list-style-type: none"> Review the adopted district policy. Interview the district's Title IV SDFSC coordinator and district staff. <i>ASK:</i> Has the district adopted a policy requiring the expulsion from school, for a period of not less than one year, of any student who is determined 	<ul style="list-style-type: none"> Evidence may be found by: <ul style="list-style-type: none"> Reviewing the adopted district policy Interviewing the district program coordinator or other district staff 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-S&DATE12 (Continued) <ul style="list-style-type: none"> Allows the governing board to modify the expulsion requirement on a case-by-case basis Requires referral to the criminal justice system, juvenile justice system, or local law enforcement agency of any student who brings a firearm or weapon to school or possesses a firearm at school <p>(20 USC 8921; EC 48915[c], 48916)</p>	<p>to have brought a firearm to school or possessed a firearm at school?</p> <p>Has the district included provisions in its policy that allow the expulsion requirement to be modified on a case-by-case basis?</p> <p>Has the district adopted a policy requiring referral to the criminal justice system or juvenile justice system of any student who brings a firearm to school? For this requirement <i>criminal or juvenile justice system</i> may be defined as a local law enforcement agency.</p>				

VII

Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VII-S&DATE13 Supplanting and financial practices: <ul style="list-style-type: none"> Staff, contracts, materials, supplies, and equipment funded by Title IV or TUPE funds supplement but do not supplant existing levels of service and do not supplant state, local, or other nonfederal funds. The LEA distributes funds as specified by an approved budget and uses financial practices that meet legal requirements and help in achieving the LEA's priorities and goals for student services. The LEA does not use more than 2 percent of its funds for the administrative costs of carrying out its responsibilities for the program. 	District <ul style="list-style-type: none"> Review the LEA's consolidated application and budget. Review other supporting documents as needed (e.g., time-accounting methods, position duty statements, contracts, and expenditure reports). Interview district staff. <p>ASK:</p> <p>Do funds supplement and not supplant other funding to carry out services authorized under this program?</p> <p>How is the district providing all the required services if it uses any of the flexibility provisions for federal programs?</p>	<ul style="list-style-type: none"> Evidence may be found in at least one of the following: <ul style="list-style-type: none"> — Consolidated application and LEA Plan — Time-accounting records and budget — Position duty statements and budget expenditure reports 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<ul style="list-style-type: none"> In any fiscal year, the LEA does not carry over more than 25 percent of its funds unless approved by the California Department of Education. <p>(20 USC 7114; PL 107-110 [2002], Sec. 4114 [a][2] and [d][4] [2002])</p>	Are administrative costs consistent with the federal and state requirements and district-approved plan?				
<p>VII-S&DATE14 Funding restrictions:</p> <p>The LEA limits the use of Title IV, Part A funds under the following conditions:</p> <ul style="list-style-type: none"> No more than 20 percent may be used for supporting the acquisition and installation of metal detectors, electronic locks, surveillance cameras or other related equipment and technologies; reporting criminal offenses committed on school property; developing and implementing comprehensive school plans or obtaining technical assistance concerning such plans; supporting safe zones of passage for students between home and school, which may include bicycle and pedestrian safety programs. No more than 20 percent of funds is used for hiring and providing mandatory training of security personnel (including school resource officers) who interact with students in support of youth drug- and violence-prevention activities that are implemented in the school (unless none of the funds are used for the preceding item, then 40 percent may be used). (<i>Note:</i> The law states that no more than 40 percent of the total funds may be used for items in (ii) through (vi) of subsection (b)(2)(E), except no more than 	<p>District</p> <p>.....</p> <ul style="list-style-type: none"> Review the LEA's current consolidated application and budget. Review other supporting documents as needed (e.g., time-accounting methods, position duty statements, contracts, and expenditure reports). 	<ul style="list-style-type: none"> Evidence may be found in the district's: <ul style="list-style-type: none"> — Consolidated application and budget — Time-accounting methods — Position duty statements — Contracts — Expenditure reports 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VII-S&DATE13 (Continued) 50 percent of such amount may be used for (ii) through (v). <ul style="list-style-type: none"> These expenditures are allowed only if funds for such activities are not received from other federal agencies. (20 USC 7116; PL 107–110 [2002], Sec. 4116 [c][1-2])					
VII-S&DATE15 Reporting: Each local educational agency receiving funds shall submit to the state educational agency (California Department of Education) such information that the state requires to complete the state report. (PL 107–110, Sec. 4116 [b][1], [2])	District <ul style="list-style-type: none"> Review the LEA's annual program report for alcohol-, tobacco-, other drug-use, and violence prevention programs and health promotion programs. Review other reports, as required by CDE for the Uniform Management Information and Reporting System (UMIRS). 	<ul style="list-style-type: none"> The LEA's annual program report was submitted to the state either electronically or through the mail, and a copy is on file. Any other required reports for the federal and state UMIRS have been submitted, and a copy is on file. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>